VISIT…

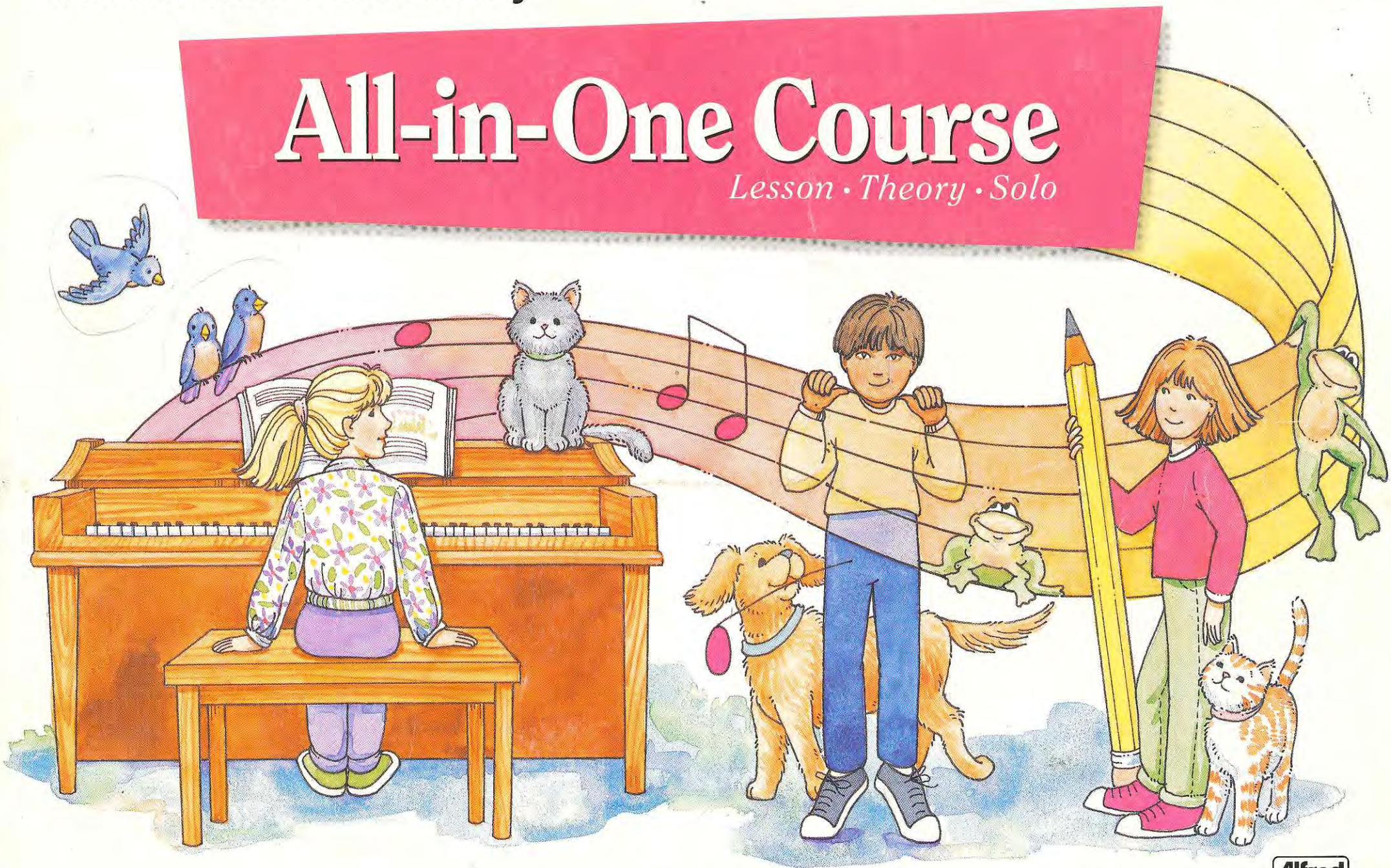
5740

Book One

Alfred's Basic Piano Library

All-in-One Course

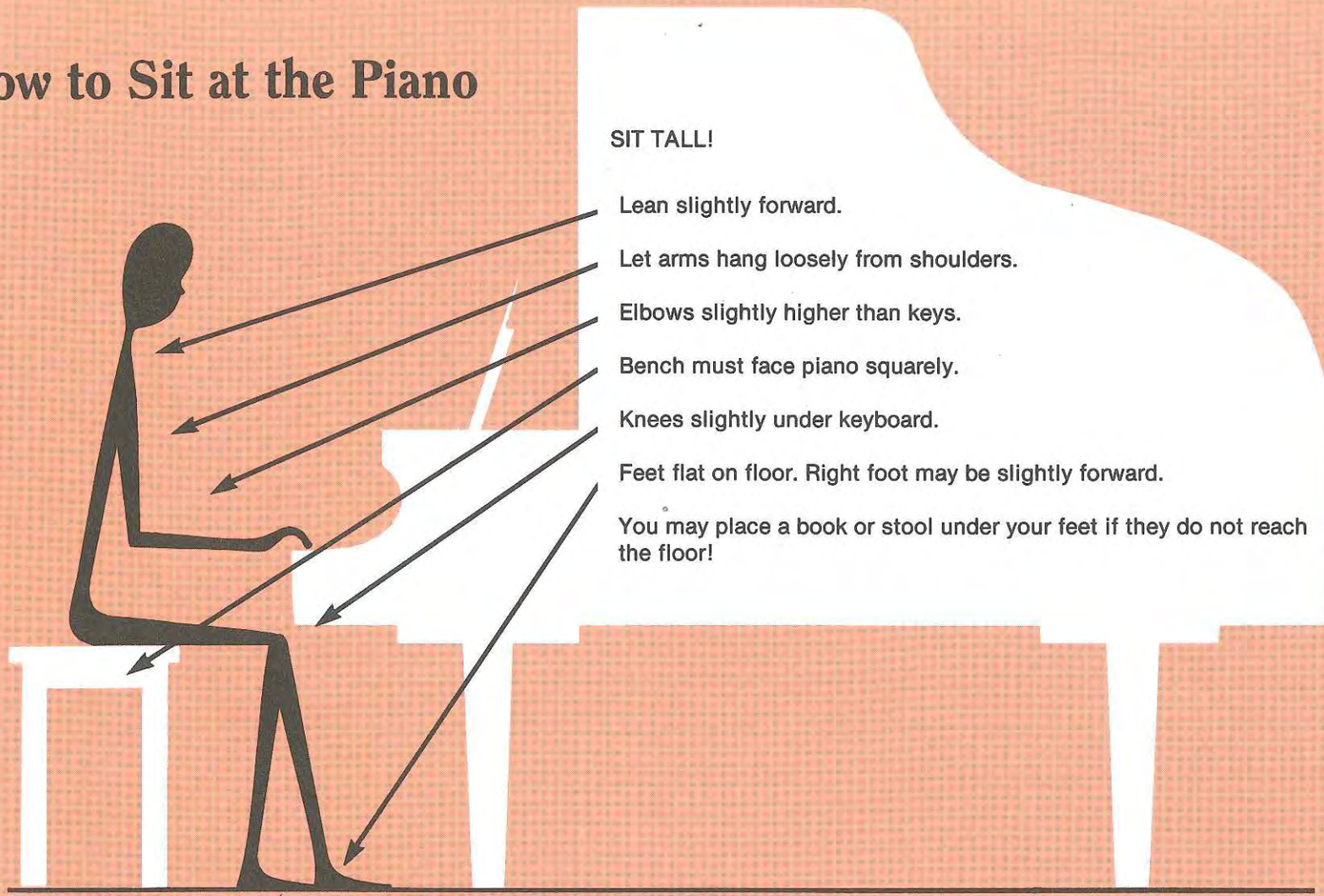
Lesson • Theory • Solo



Willard A. Palmer • Morton Manus • Amanda Vick Lethco

Alfred

How to Sit at the Piano



SIT TALL!

Lean slightly forward.

Let arms hang loosely from shoulders.

Elbows slightly higher than keys.

Bench must face piano squarely.

Knees slightly under keyboard.

Feet flat on floor. Right foot may be slightly forward.

You may place a book or stool under your feet if they do not reach the floor!

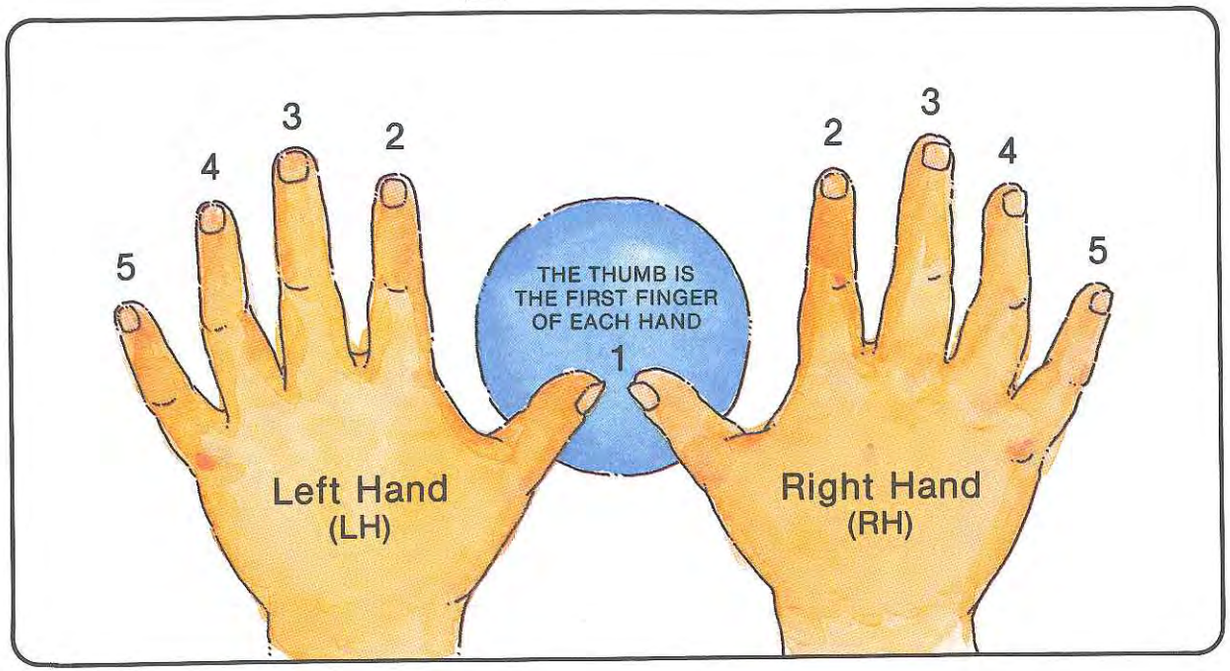
Pianos come in several different sizes and styles.
Which kind of piano do you have?

UPRIGHT PIANO

SPINET PIANO

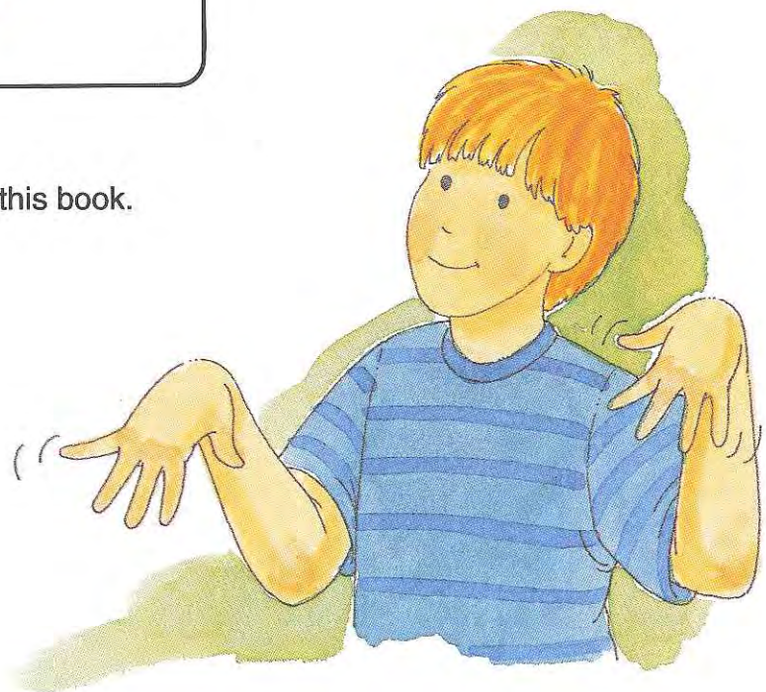
GRAND PIANO

Fingers Have Numbers



1. Your teacher will draw an outline of your hands on the inside cover of this book.
2. Number each finger of the outline.
3. Hold up both hands with wrists floppy.

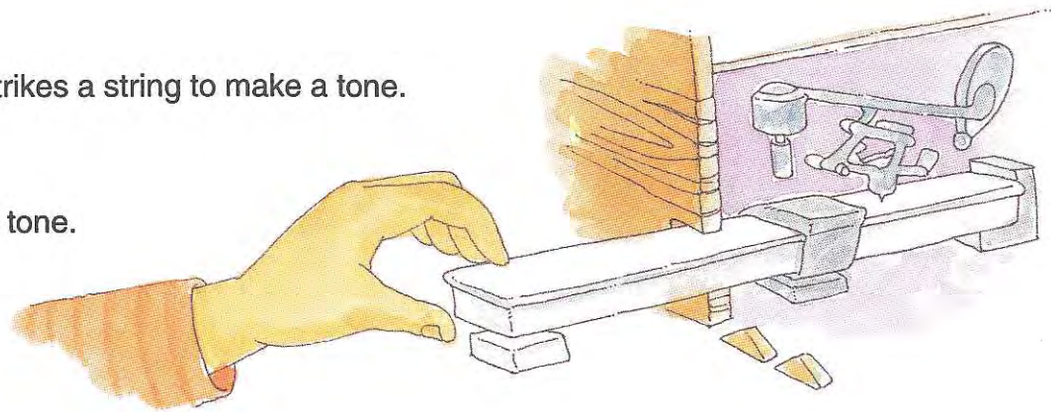
- Wiggle both 1's.
- Wiggle both 2's.
- Wiggle both 3's.
- Wiggle both 4's.
- Wiggle both 5's.



Your teacher will call out some fingers for you to wiggle.

Piano Tones

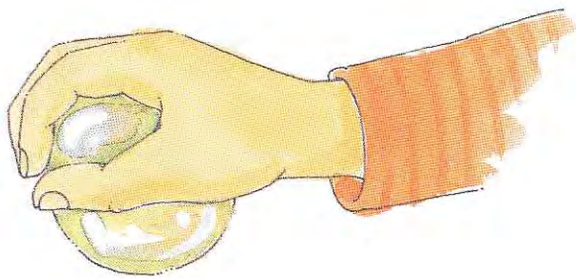
When you play a key, a hammer inside your piano strikes a string to make a tone.
When you drop into the key with a LITTLE weight,
you make a SOFT tone.
When you use MORE weight, you make a LOUDER tone.



Curve your fingers when you play!

Pretend you have a bubble in your hand.

Hold the bubble gently, so it doesn't break!



1. Play any white key with the 3rd finger of either hand, softly.
2. See how many times you can repeat the same key, making the tone a little louder each time you play.

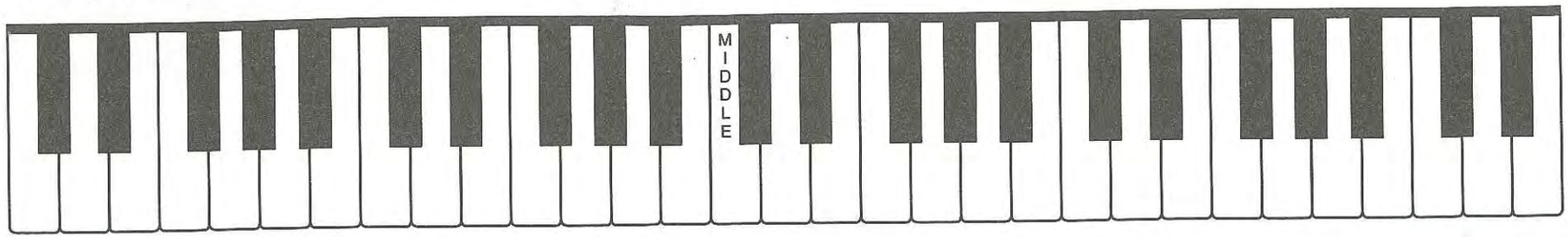
Before you play any key you should always decide how soft or loud you want it to sound.

For the first pieces in this book, play with a MODERATELY LOUD tone.

Always LISTEN CAREFULLY to the music you are making!

The Keyboard

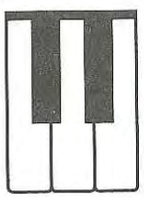
The keyboard is made up of white keys and black keys.



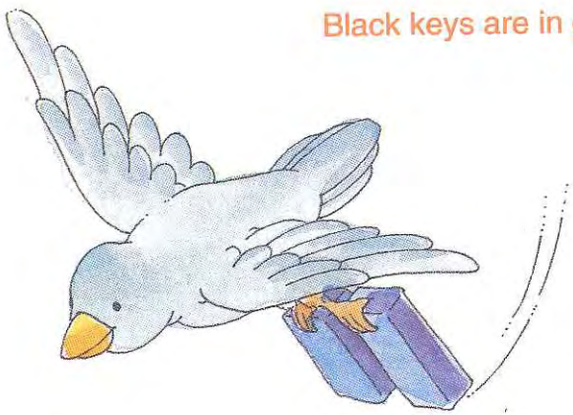
DOWN

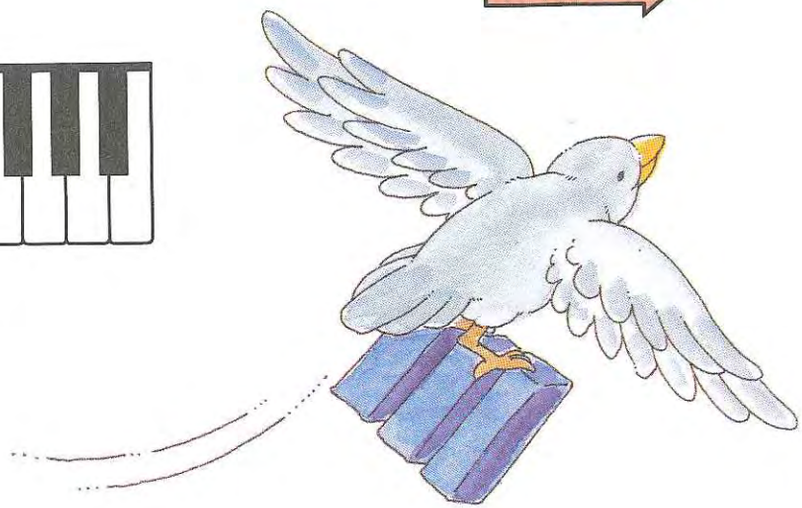
UP

Black keys are in groups of 2's

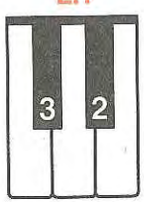


and 3's





LH



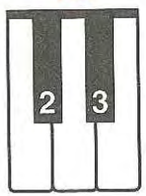
1. Using LH 2 3, begin at the middle and play all the 2 black key groups going DOWN the keyboard (both keys at once).

2. Play them again, one key at a time.
   PLAY: LH 2 3.
   SAY: "Step down" as you play each pair.

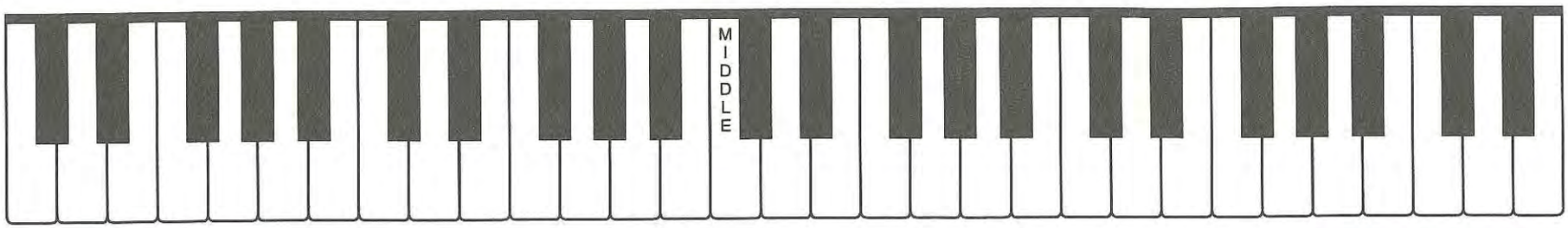
3. Using RH 2 3, begin at the middle and play all the 2 black key groups going UP the keyboard (both keys at once).

4. Play them again, one key at a time.
   PLAY: RH 2 3.
   SAY: "Step up" as you play each pair.

RH



Low Sounds and High Sounds



DOWN (Lower)

UP (Higher)

LOW SOUNDS

HIGH SOUNDS

LH

1. Using LH 2 3 4, begin at the middle and play all the 3 black key groups going DOWN the keyboard (all 3 keys at once).

2. Play them again, one key at a time.
   PLAY: LH 2 3 4.
   SAY: "Step - ping down."

3. Using RH 2 3 4, begin at the middle and play all the 3 black key groups going UP the keyboard (all 3 keys at once).

4. Play them again, one key at a time.
   PLAY: RH 2 3 4.
   SAY: "Step - ping up."

RH

Music is made up of **short** tones and **long** tones. We write these tones in **notes,** and we measure their lengths by **counting.**

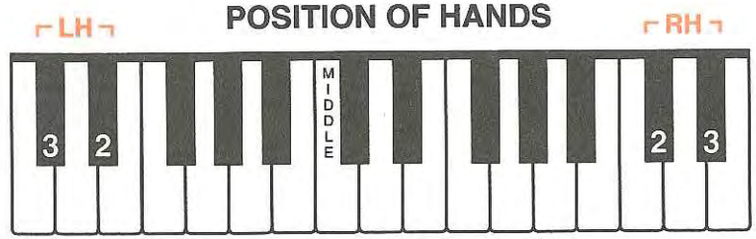
Quarter Note

a **short** note.

COUNT: "One"
or: "Quarter"

When we clap or tap **ONCE** for each note, we call it clapping or tapping the **RHYTHM.** Clap or tap the following rhythm, counting aloud.

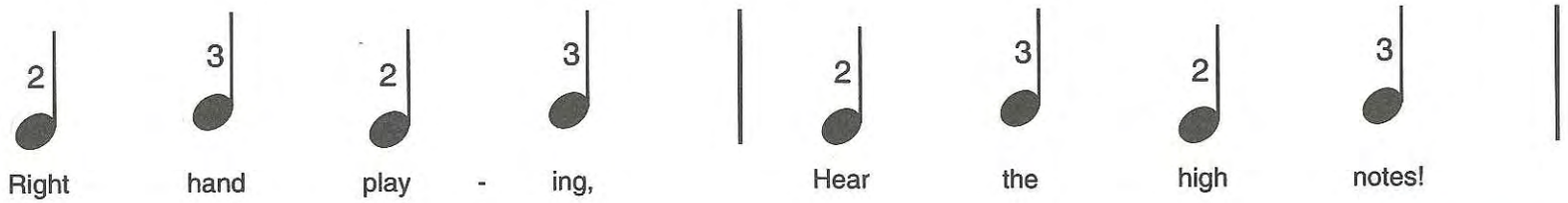
BAR LINES divide the music into equal **MEASURES.**



Right & Left

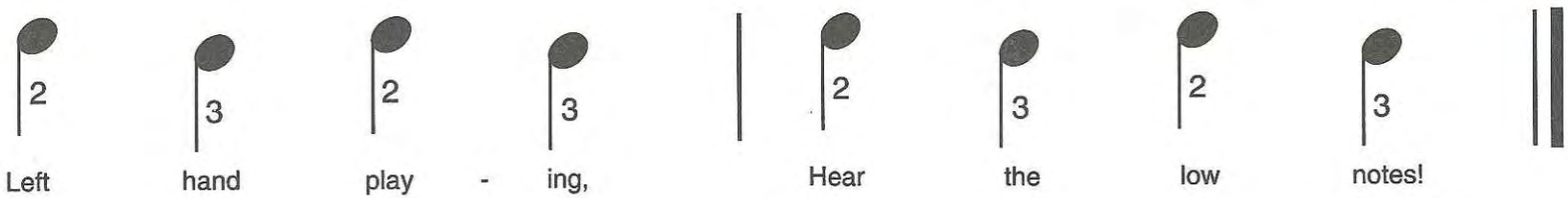
1. Play & say the finger numbers.
2. Play & sing the words.

RH Fingers:
(Stems UP)



DOUBLE BAR
used at
the end.

LH Fingers:
(Stems DOWN)



Half Note

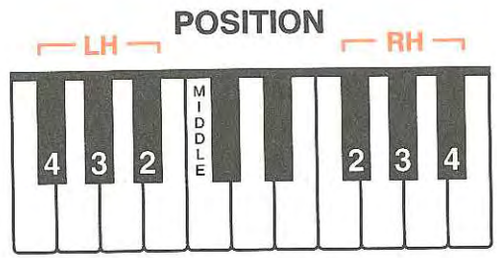
a **long** note.

COUNT: "One - two"
or: "Half -note"

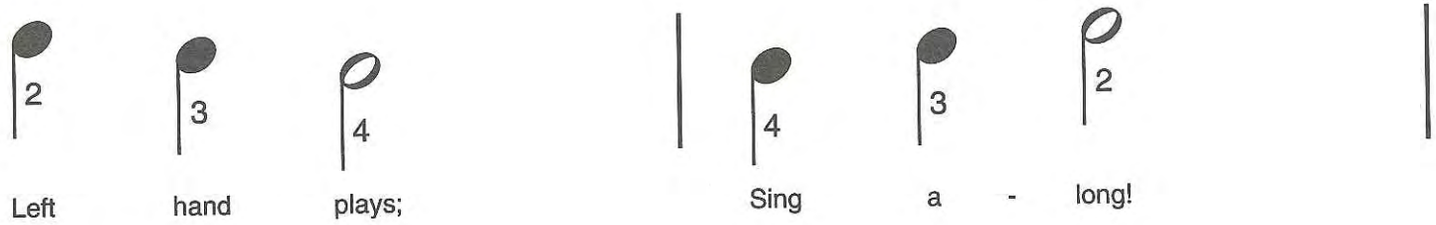
1. Clap (or tap) the following rhythm.
2. Clap **ONCE** for each note, counting aloud as you clap.

Left & Right

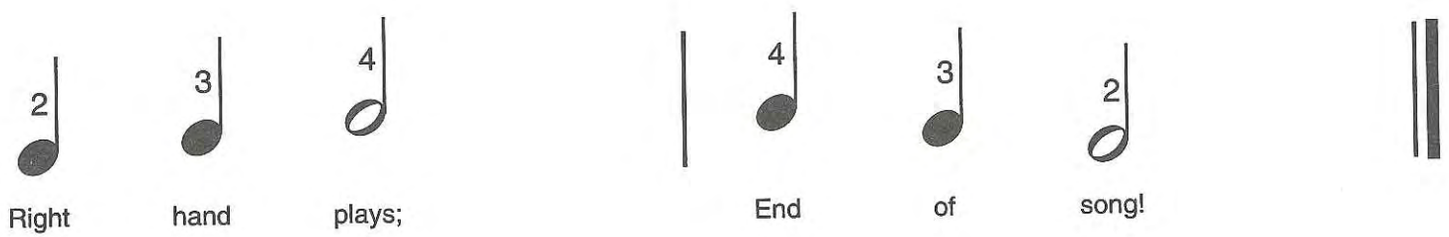
1. Clap (or tap) the rhythm, counting aloud.
2. Play & say the finger numbers.
3. Play & sing the words.



LH Fingers:

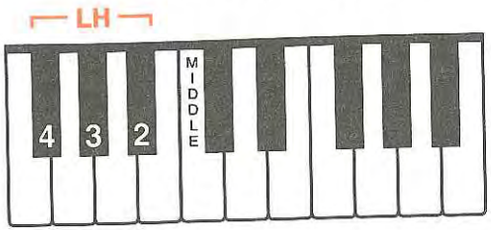


RH Fingers:



1. Clap (or tap) & count.
2. Play & count.
3. Play & sing the words.

LEFT HAND POSITION

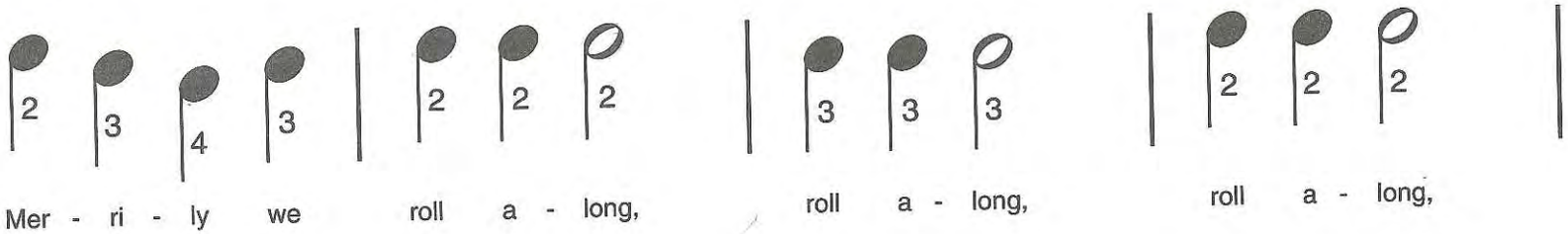


Mary Had a Little Lamb

Merrily We Roll Along

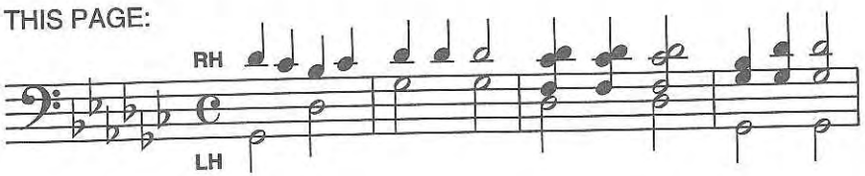
(FOR LEFT HAND)

LH Fingers:

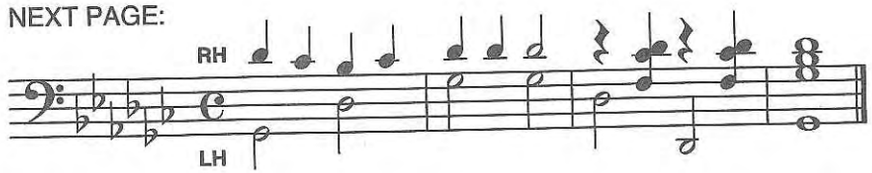


DUET PART: (Student uses black key groups ABOVE the middle of the keyboard.)

THIS PAGE:



NEXT PAGE:



Whole Note

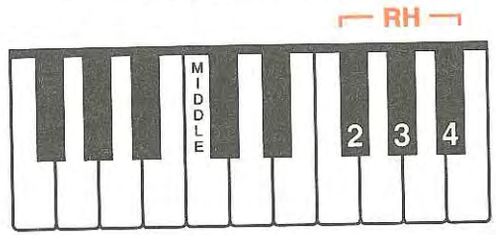
a **very long** note. 𝅝

COUNT: "One - two - three - four"
or: "Whole - note - hold - down"

1. Clap (or tap) the following rhythm.
2. Clap **ONCE** for each note, counting aloud as you clap.

1. Follow 1–3 at the top of page 10.

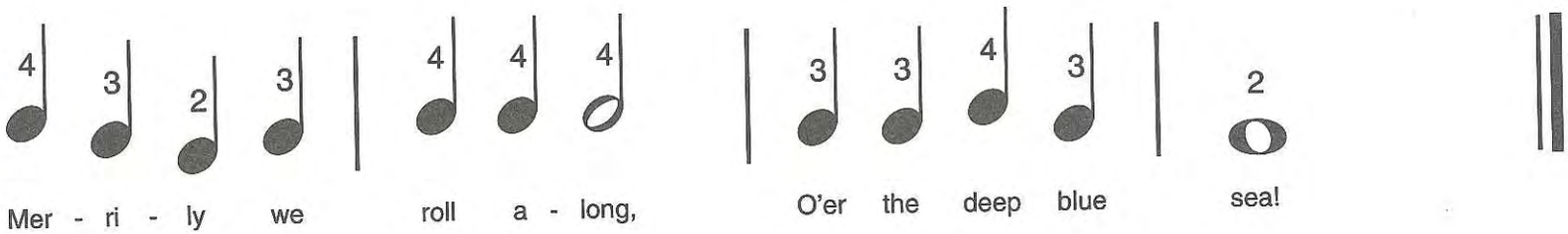
RIGHT HAND POSITION



O'er the Deep Blue Sea

(FOR RIGHT HAND)

RH Fingers:



2. Play the music on pages 10 & 11 as one song. Count aloud.
3. Play & sing the words.
4. Play a duet with your teacher. Use black key groups **ABOVE** the middle of the keyboard.

Writing Note-Stems and Bar Lines

Note-stems that point **up** are on the **RIGHT** side of the note-head!

Note-stems that point **down** are on the **LEFT** side of the note-head!

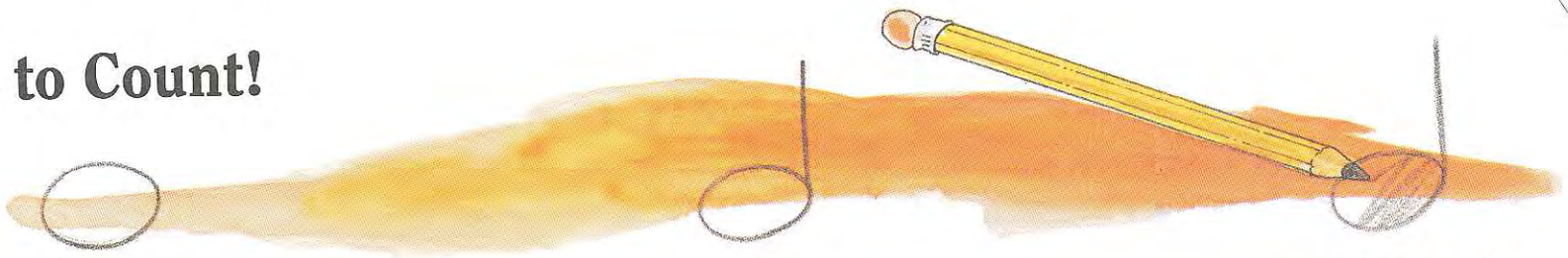
1. Add note-stems POINTING UP.

2. Add note-stems POINTING DOWN.

3. Draw a **BAR LINE** | dividing each of the above examples into **2 EQUAL MEASURES** (4 notes in each measure).

4. Draw a **DOUBLE BAR** || after the last note of each of the above examples.
   Notice that the double bar has one THIN line and one THICK line. It is used at the END.

Time to Count!



Draw an oval.
THIS IS A WHOLE NOTE!

Draw a stem.
IT'S A HALF NOTE!

Make it black.
IT'S A QUARTER NOTE!

1. Draw a **QUARTER NOTE** over each "one".

One, one, one, one, One, one, one, one.

2. Count "one" or "quarter" for each quarter note, as you clap (or tap) **ONCE** for each note.

3. Draw a **HALF NOTE** over each "one".

One - two, one - two, One - two, one - two.

4. Count "one-two" or "half-note" for each half note, as you clap (or tap) **ONCE** for each note.

5. Draw a **WHOLE NOTE** over each "one".

One - two - three - four, One - two - three - four.

6. Count "one-two-three-four" or "whole-note-hold-down" for each whole note, as you clap (or tap) **ONCE** for each note.

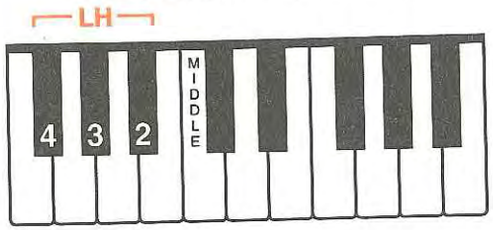
NOTE TO TEACHERS: All rhythm exercises in this book are based on time signatures in which a quarter note gets one count.

Hand-Bells

PART 1 (FOR LEFT HAND)

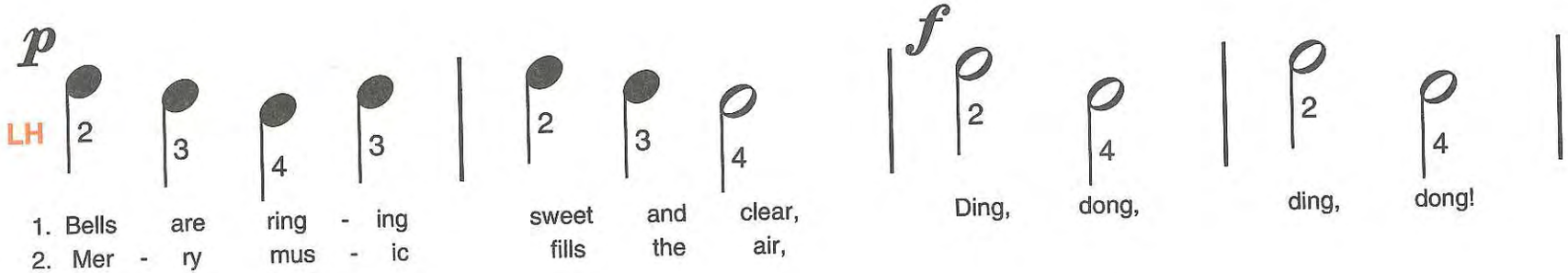
1. Clap (or tap) & count.
2. Play & count.
3. Play & sing the words.
4. Play a duet with your teacher.

LEFT HAND POSITION



DYNAMIC SIGNS tell us how LOUD or SOFT to play.

p (PIANO) = *SOFT* ***f*** (FORTE) = *LOUD*

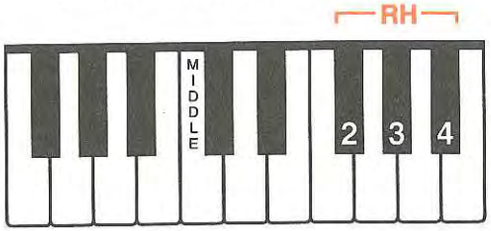


Hand-Bells

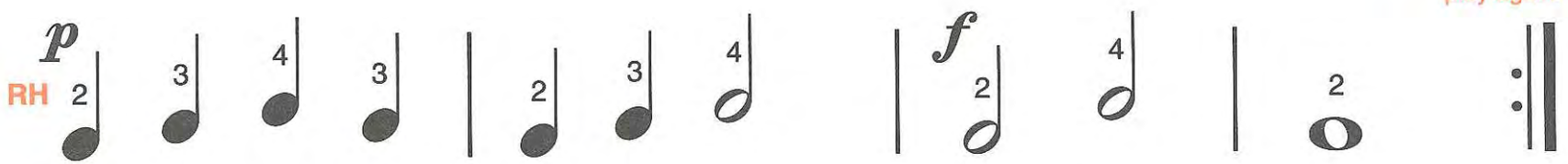
PART 2 (FOR RIGHT HAND)

Follow 1–4 at the top of page 14.
Use these steps for each new piece.

RIGHT HAND POSITION

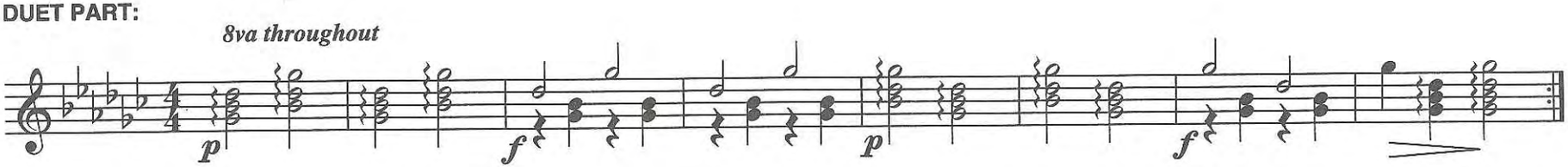


TWO DOTS
mean go back to the beginning and play again.



Hap - py sounds for all to hear, Ding, dong, ding!
Joy - ful sounds are ev - 'ry - where.

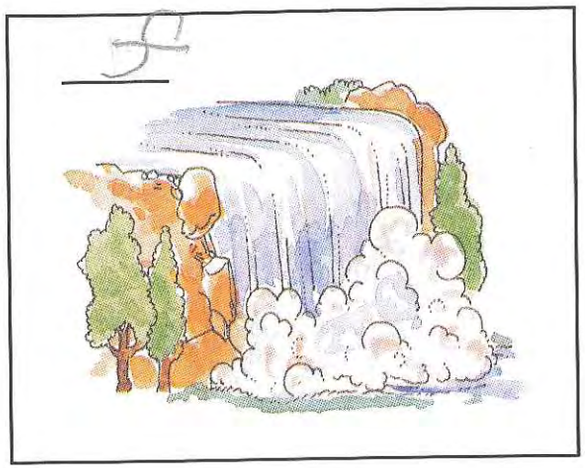
DUET PART:

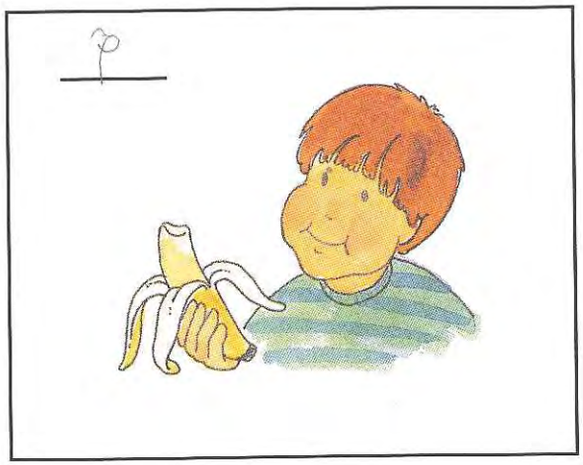


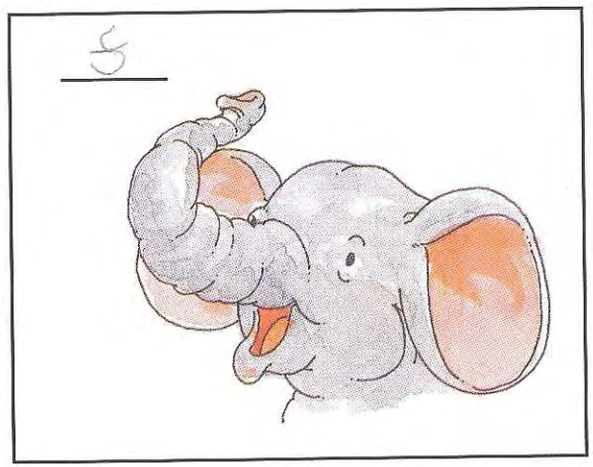
Remember . . . **dynamics** are signs showing how LOUD or SOFT to play.

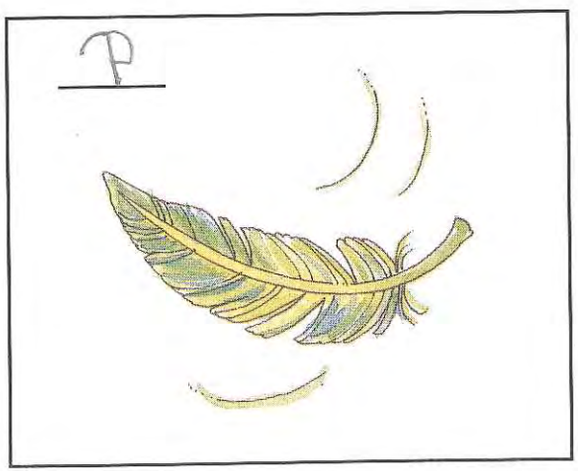
p (PIANO) = *SOFT* ***f*** (FORTE) = *LOUD*

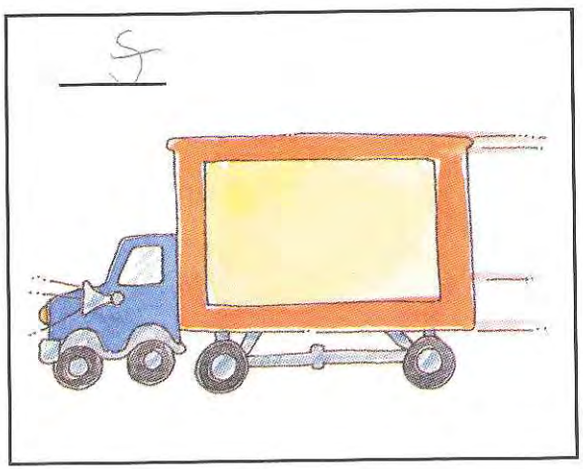
Some things sound ***f***, some ***p***. Which sign suits each of these pictures best?
Write the correct dynamic sign on the line in each picture.

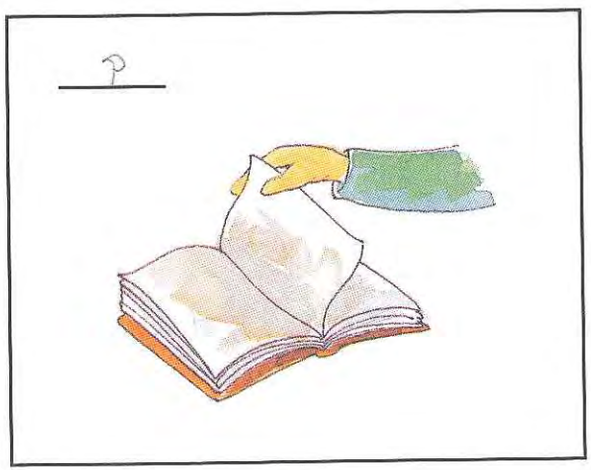




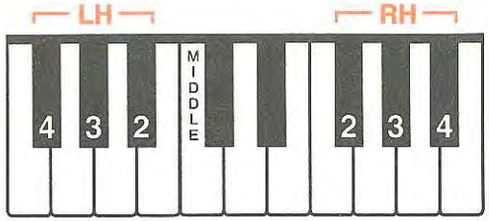






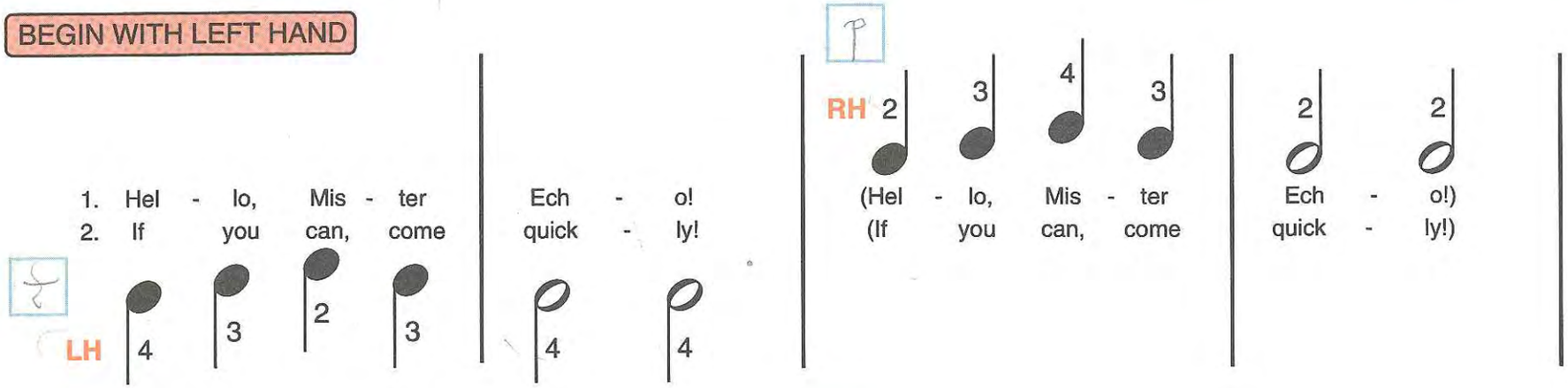


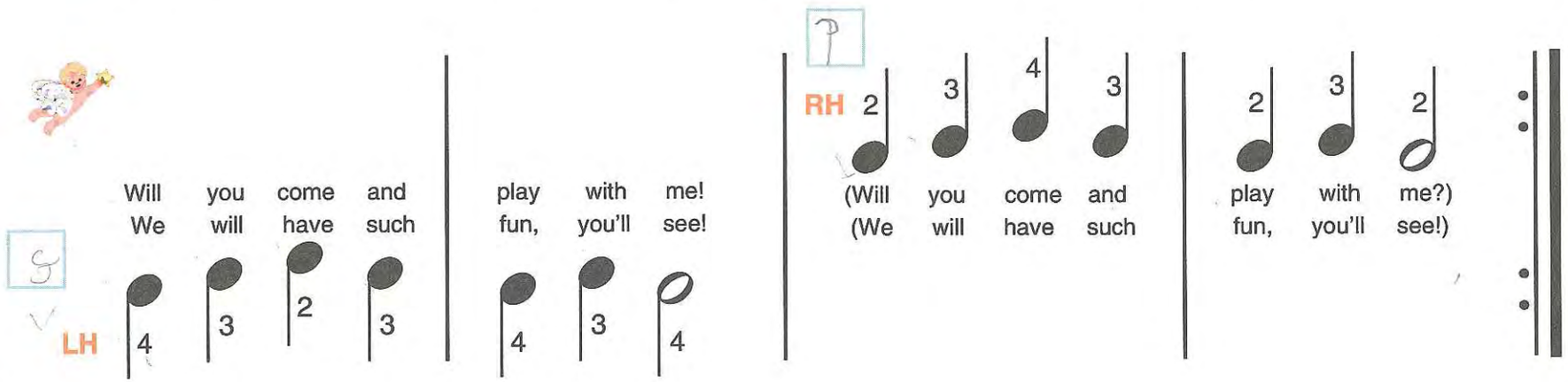
Read the lyrics (words) to the music. In the boxes write the dynamic sign (*f* or *p*) you think is most correct.



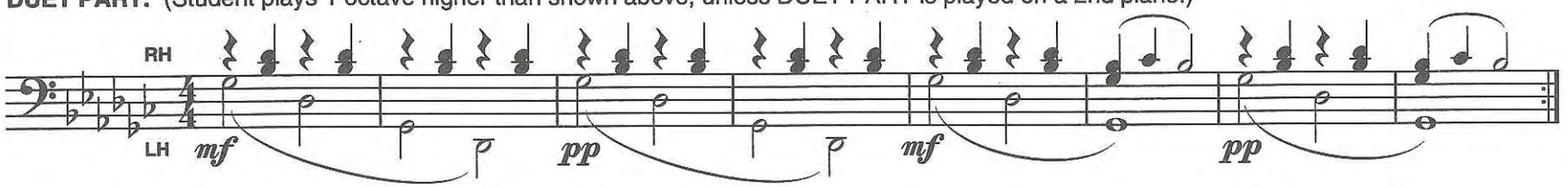
Echo Song

BEGIN WITH LEFT HAND



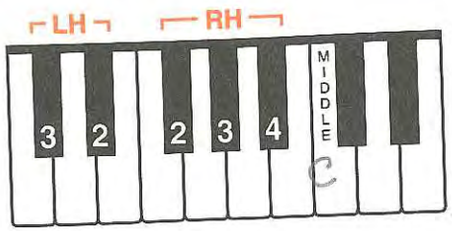


DUET PART: (Student plays 1 octave higher than shown above, unless DUET PART is played on a 2nd piano.)



Jolly Old Saint Nicholas

PART 1 (FOR BLACK KEY GROUPS BELOW MIDDLE)



f

RH 4 4 4 4 | 3 3 3 | 2 2 2 2 | 4

Jol - ly Old Saint Nich - o - las, lean your ear this way!

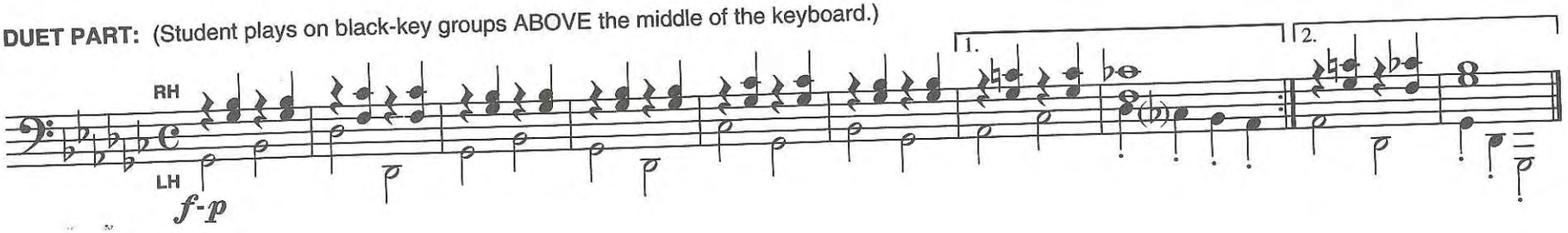
RH 2 | 3 2 3 4 | 3

LH 2 2 2 2 | 3 3

Don't you tell a sin - gle soul what I'm going to say;

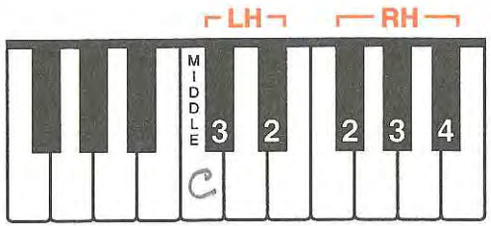
Move both hands up!

DUET PART: (Student plays on black-key groups ABOVE the middle of the keyboard.)



Jolly Old Saint Nicholas

PART 2 (FOR BLACK KEY GROUPS ABOVE MIDDLE)



p

RH 4 4 4 4 | 3 3 3 | 2 2 2 2 | 4 |

Christ - mas Eve is com - ing soon, now, you dear old man,

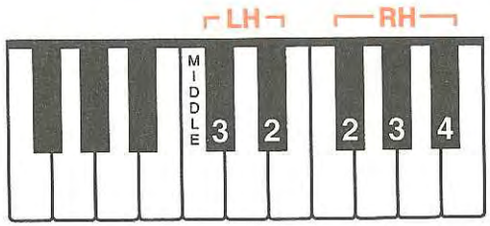
LH 2 2 2 2 | 3 3 | RH 2 | 3 2 3 4 | 2 ||

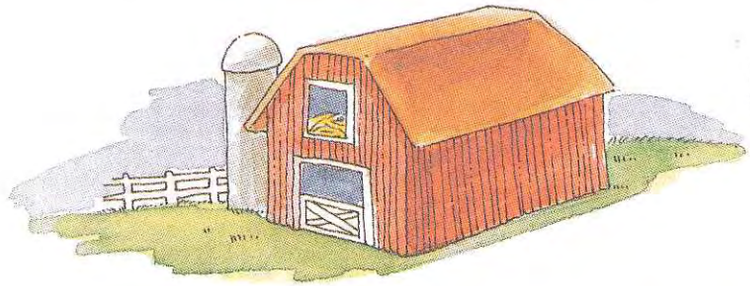
Whis - per what you'll bring to me, tell me if you can.

After you learn PART 2:

1. Play PART 1 and then PART 2 to make one song!
2. Move both hands to the next higher black key groups and play a duet with your teacher.

Old MacDonald





f

RH 2 2 2 LH 3 | 2 2 3 | RH 4 4 3 3 | 2 𝅝 ||

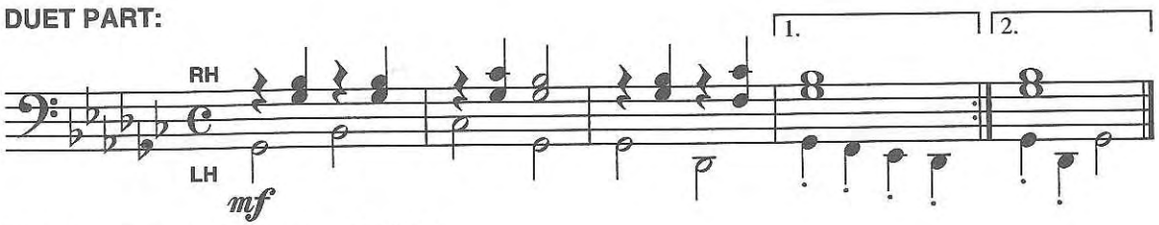
Old Mac - Don - ald had a farm, E - I - E - I O!

END HERE after playing the next page!

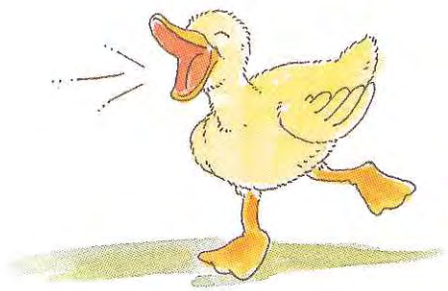
RH 2 2 2 LH 3 | 2 2 3 | RH 4 4 3 3 | 2 𝅝 |

On that farm he had a duck, E - I - E - I O!

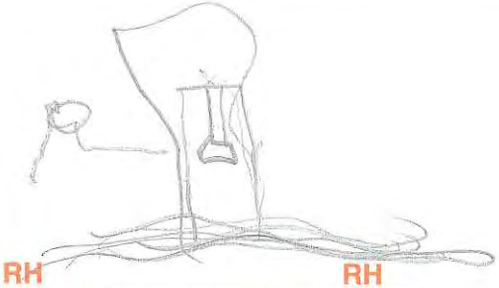
DUET PART:



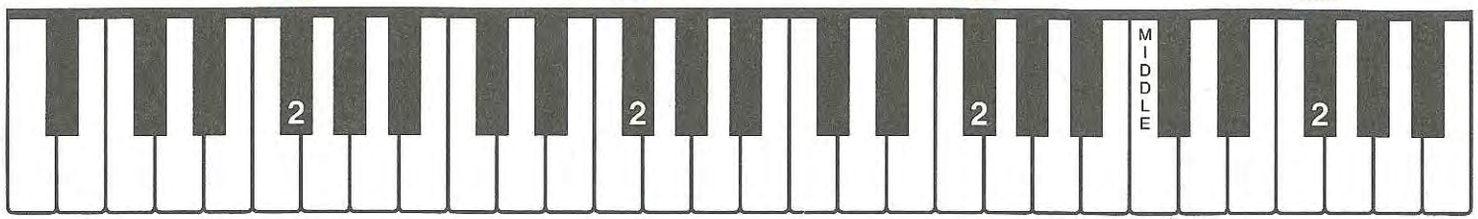
For next page, rest 4 measures, then repeat the above, taking 2nd ending.



Sound Effects

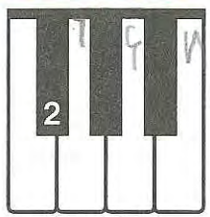


LH LH RH RH



Play LH 2 on bottom key of *lowest* 3 black key group on the keyboard.

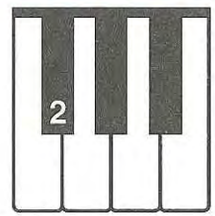
BEGIN HERE



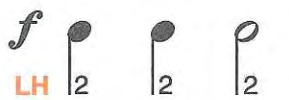
MOVE UP TO RIGHT

HIGHER & HIGHER

AS YOU PLAY.

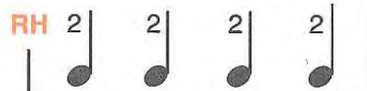


Now end "OLD MacDONALD" by repeating the 1st line on pg. 20.



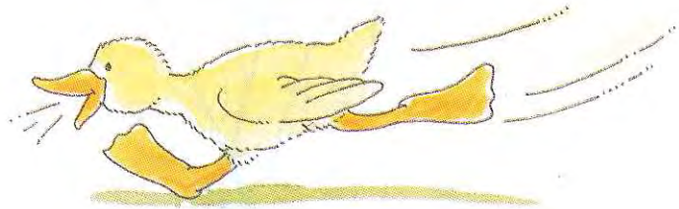
Quack, quack, here,

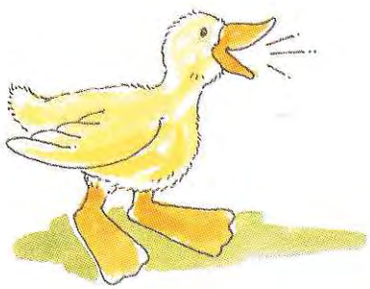
Quack, quack, there,



Here a quack, quack,

There a quack, quack.





Play the entire song as many times as you like. Use different animals: PIG ("oink, oink, here.") COW ("moo, moo, here.")

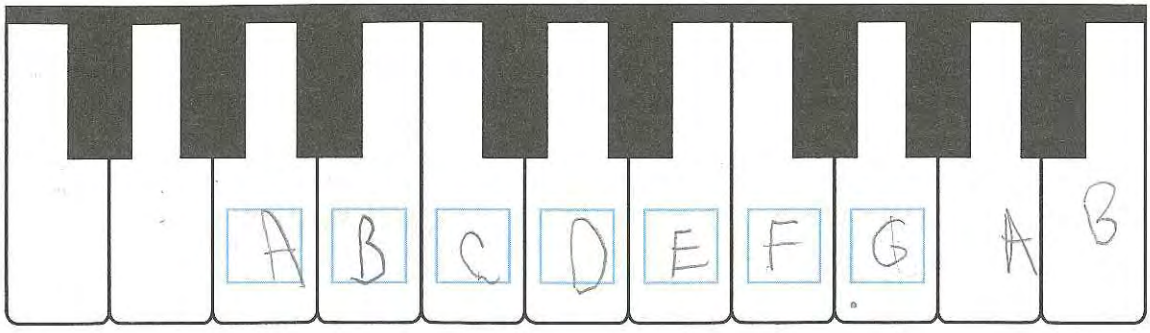
Add as many animals as you wish to MacDonald's farm.

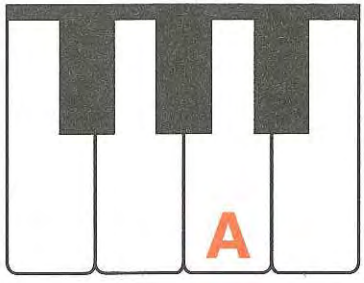
7

An Easy Way to Find Any White Key

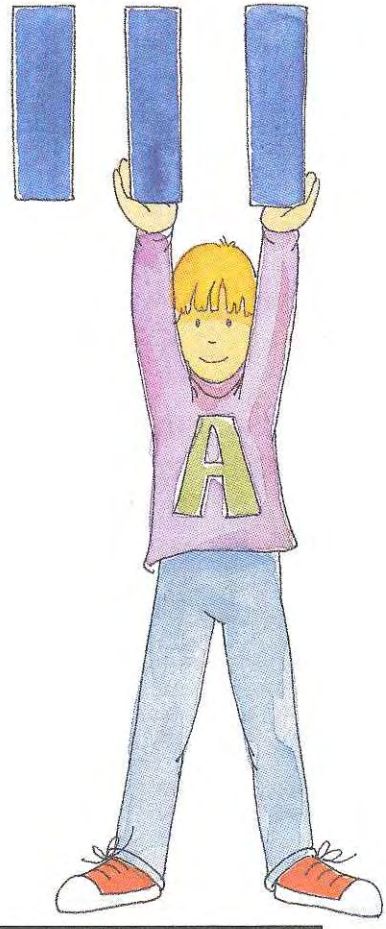
Piano keys are named for the first seven letters of the alphabet: 1 2 3 4 5 6 7 **A B C D E F G**

1. Write the MUSICAL ALPHABET in the squares on this keyboard. Begin with **A.**

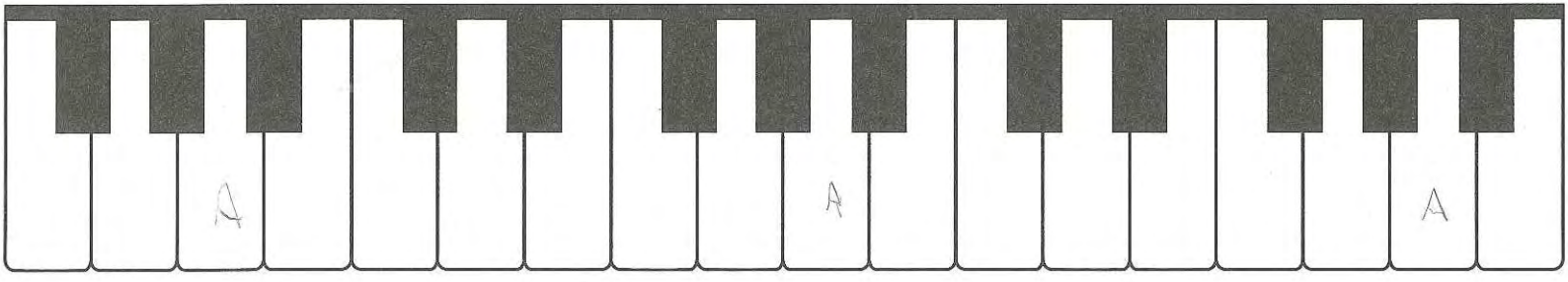




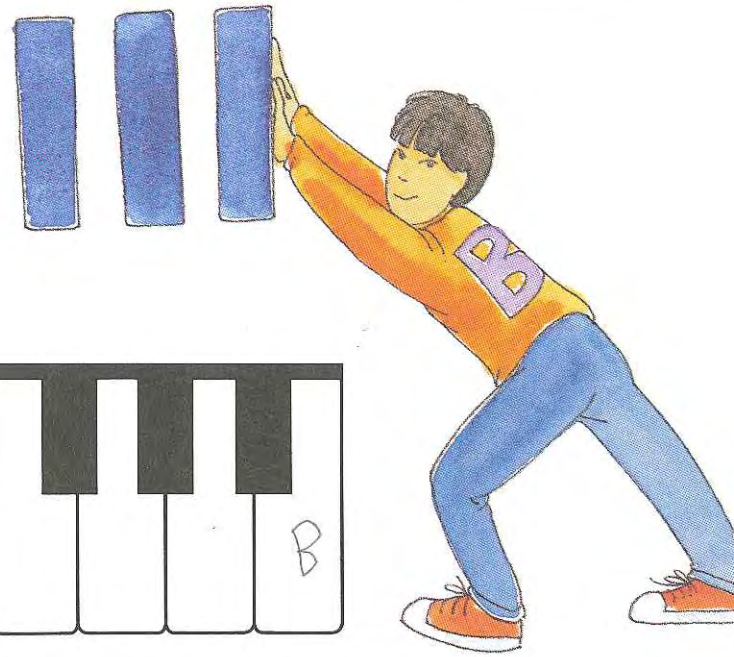
A is between the
2nd & 3rd keys
of any
3 black-key group!



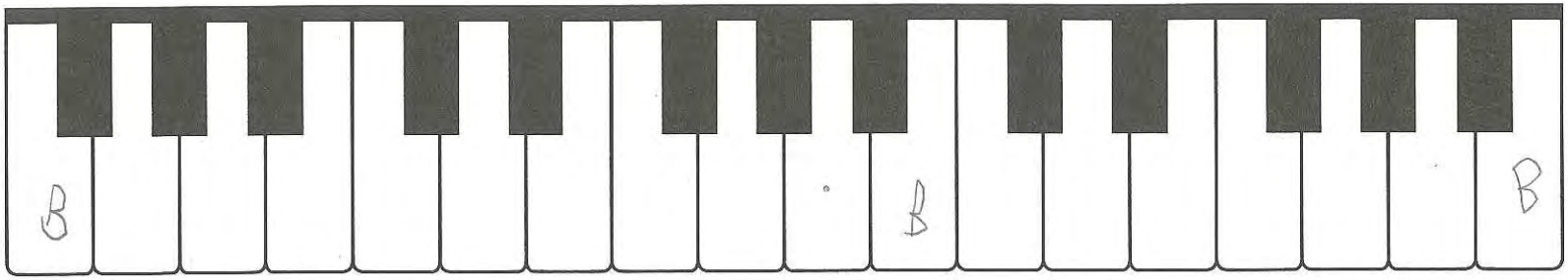
2. Find all the **A**'s on this keyboard. Print an **A** on each one.

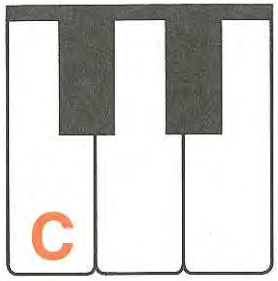


B is on the RIGHT
of any
3 black-key group!

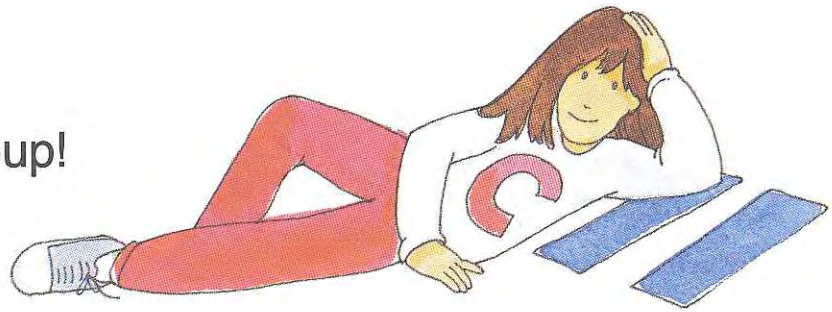


3. Find all the **B**'s on this keyboard. Print a **B** on each one.

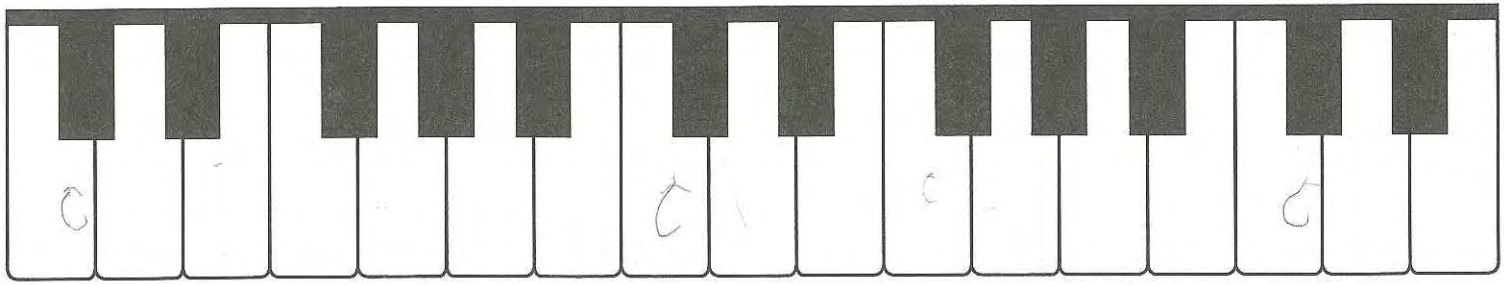


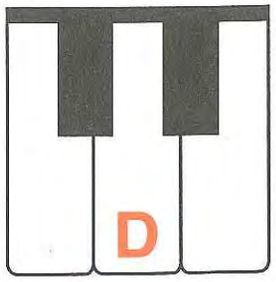


C is on the LEFT
of any
2 black-key group!

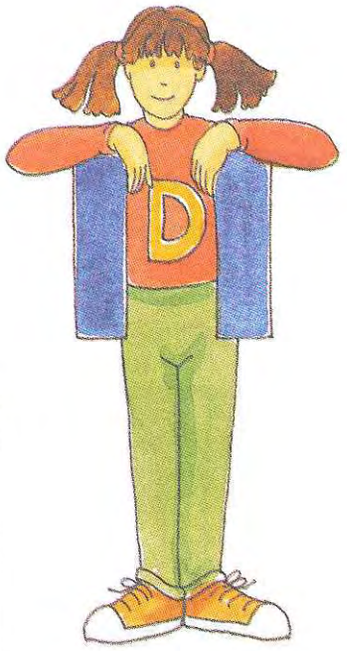


4. Find all the **C**'s on this keyboard. Print a **C** on each one.

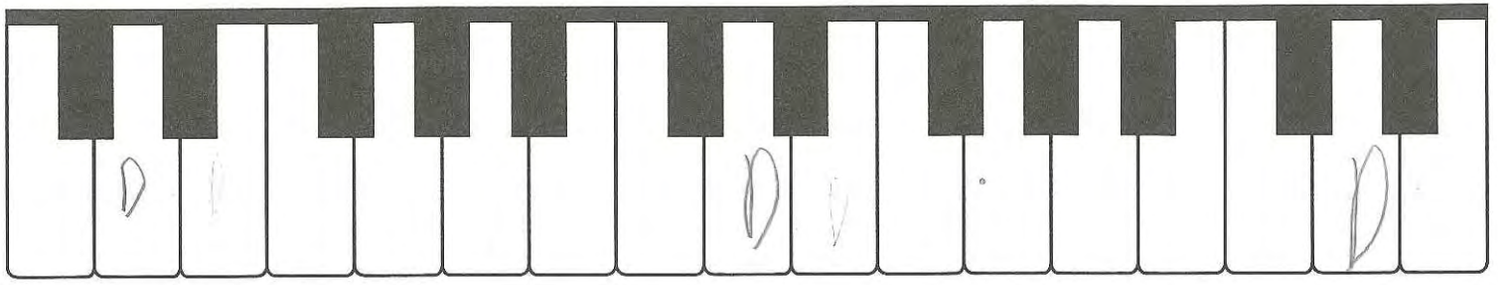


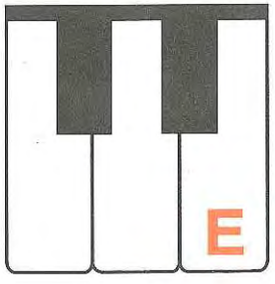


D is in the MIDDLE
of any
2 black-key group!

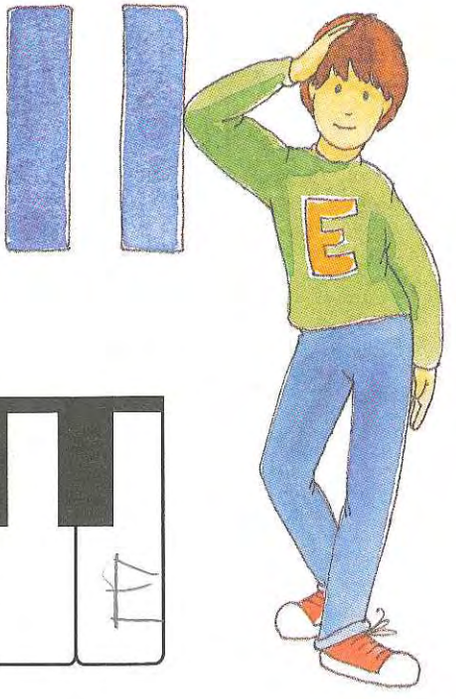


5. Find all the **D**'s on this keyboard. Print a **D** on each one.

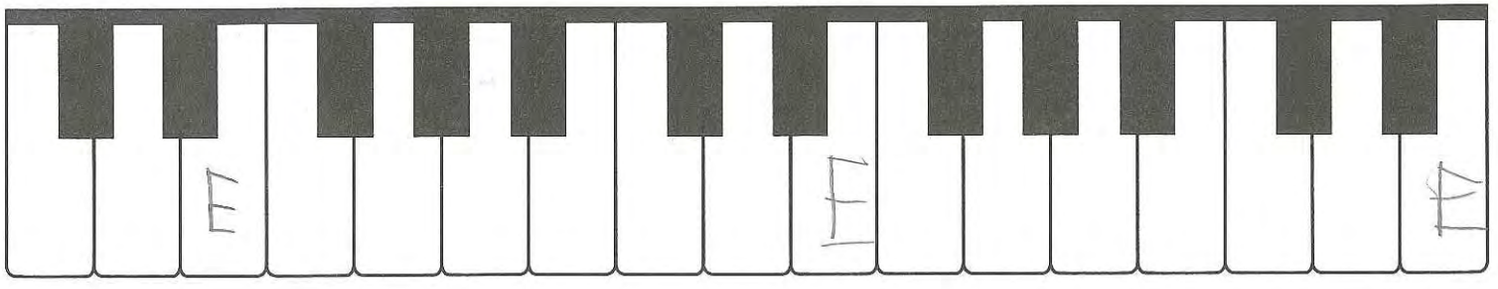


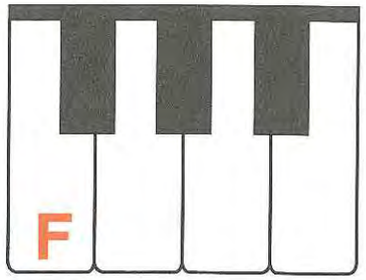


E is on the RIGHT
of any
2 black-key group!



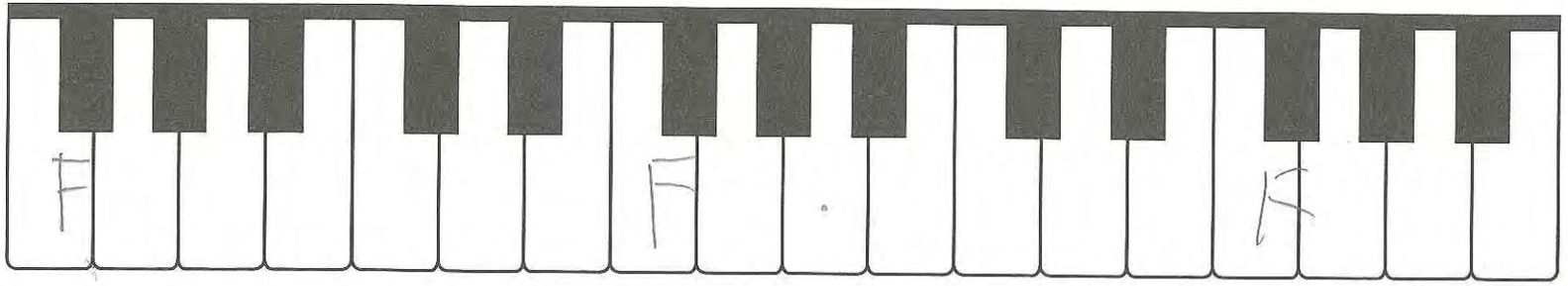
6. Find all the **E**'s on this keyboard. Print an **E** on each one.





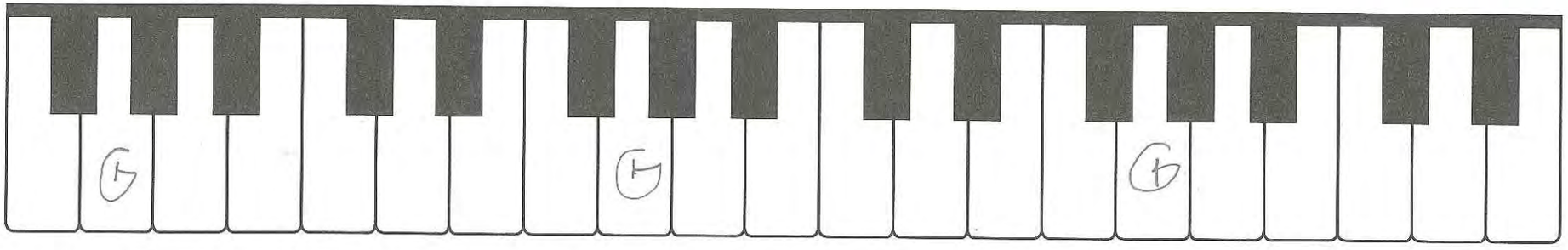
F is on the LEFT
of any
3 black-key group!

7. Find all the **F**'s on this keyboard. Print an **F** on each one.



G is between the
1st & 2nd keys
of any
3 black-key group!

8. Find all the **G**'s on this keyboard. Print a **G** on each one.



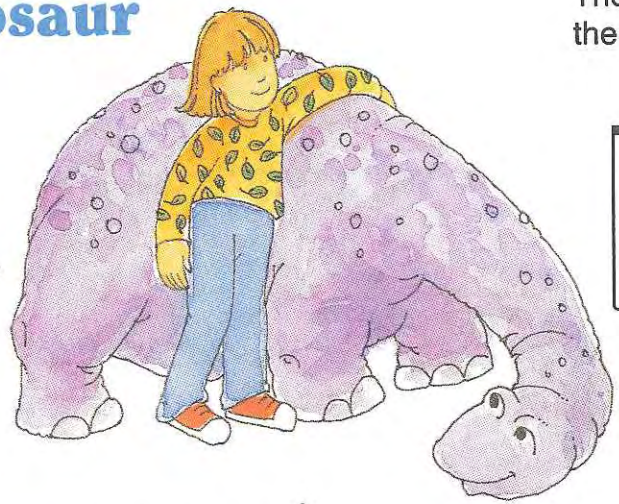
9. On the keyboard above, print the names of all the other keys.
   Check: Are all the notes in the order of the MUSICAL ALPHABET?

Dyno, My Pet Dinosaur

1. Clap (or tap) & count.
2. Play & count.
3. Play & say note names.
4. Play & sing the words.

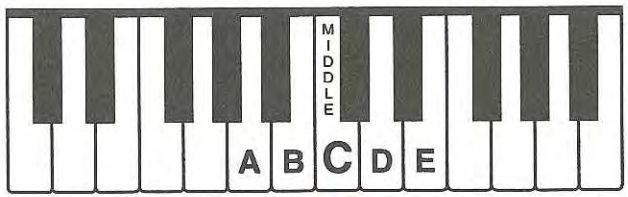
Follow these steps for each new piece.

RH = Notes with stems UP
LH = Notes with stems DOWN



The C nearest the middle of the keyboard (under the brand name of the piano) is called "Middle C."

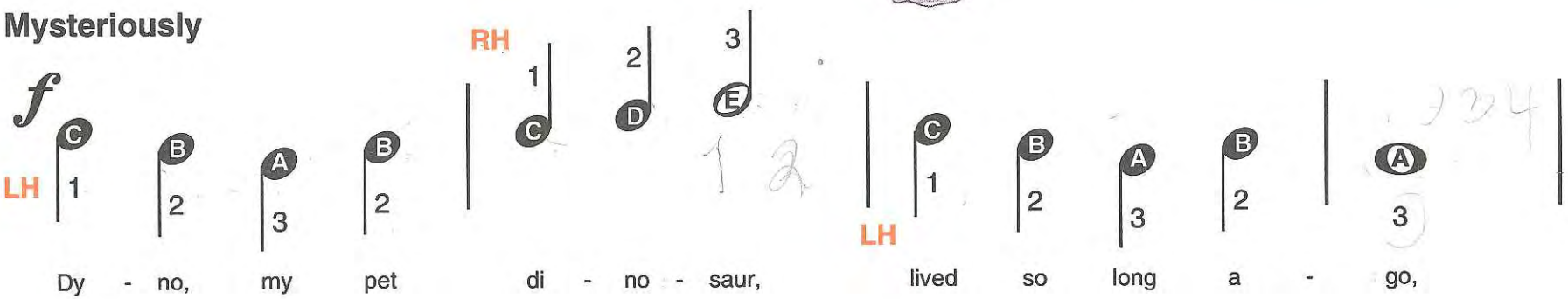
MIDDLE C POSITION

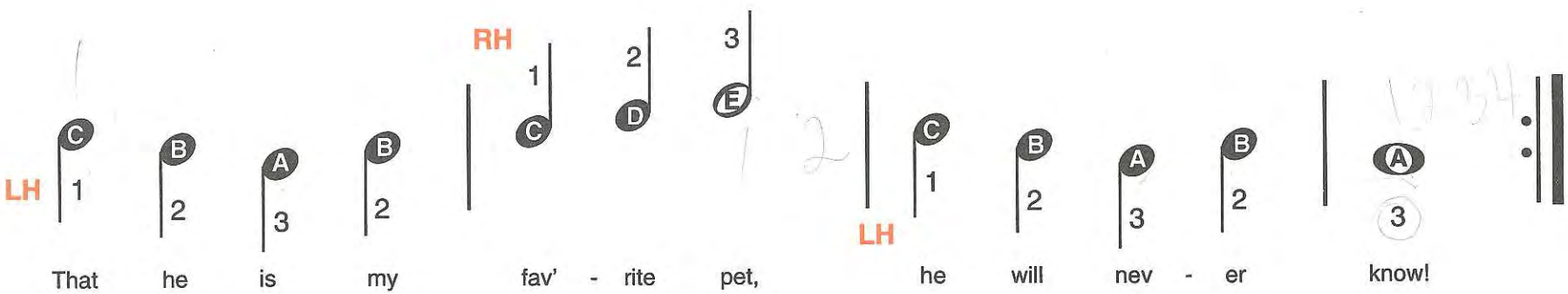


LH = 3 2 1 2 3 = RH

THUMBS on MIDDLE C

Mysteriously





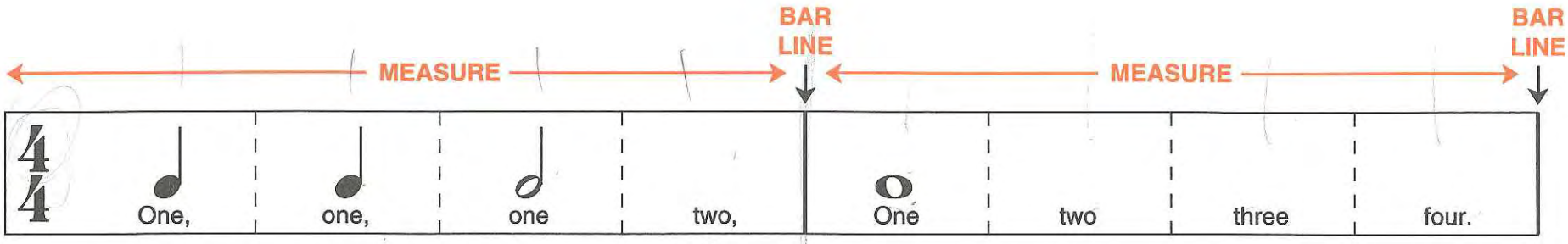
SUGGESTION: When repeating, you may move the hands to a lower position (with thumbs on a lower C), if you wish. This will sound more like a dinosaur.

The Time Signature

Music has numbers at the beginning called the **TIME SIGNATURE.**
The **TOP NUMBER** tells the number of beats in each measure.
The **BOTTOM NUMBER** tells the kind of note that gets ONE beat.

$\frac{4}{4}$ means 4 beats to each measure.

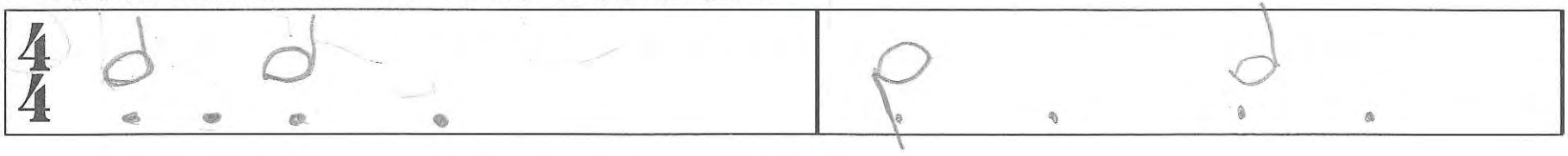
a **QUARTER NOTE** ♩ gets ONE beat.



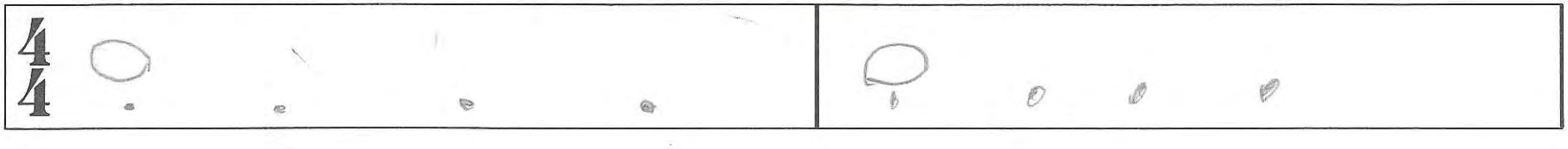
The notes in each measure must add up to 4 COUNTS!

1. How many **QUARTER NOTES** can you have in each measure of $\frac{4}{4}$ time? _____
   Fill these measures with **QUARTER NOTES** with stems UP.

2. How many **HALF NOTES** can you have in each measure of $\frac{4}{4}$ time? _____
   Fill these measures with **HALF NOTES** with stems DOWN.

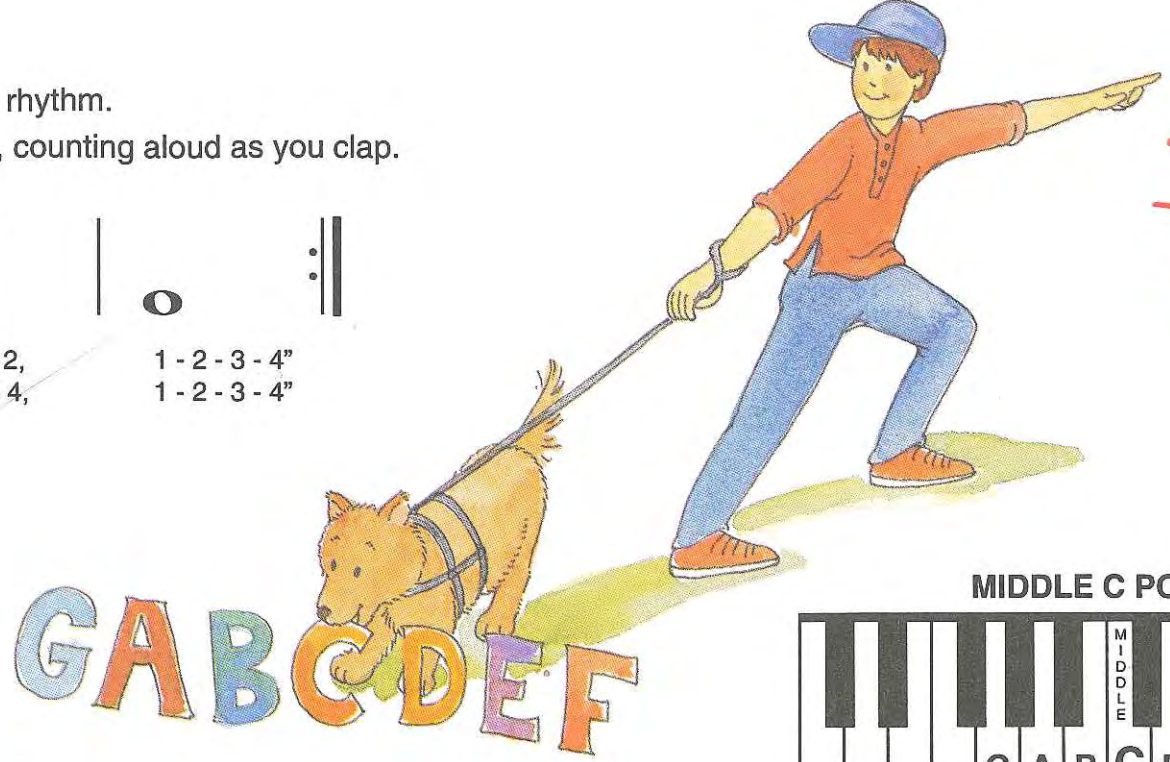


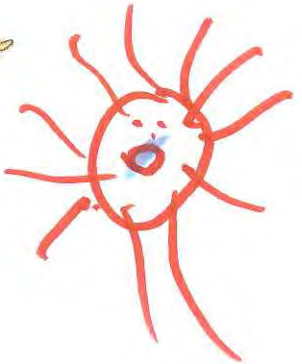
3. How many **WHOLE NOTES** can you have in each measure of $\frac{4}{4}$ time? _____
   Fill each measure with a **WHOLE NOTE.**



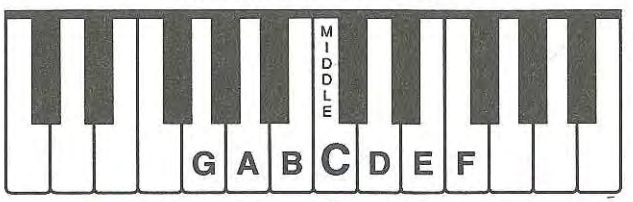
1. Clap (or tap) the following rhythm.
2. Clap **ONCE** for each note, counting aloud as you clap.

COUNT: "1, 1, 1 - 2, 1 - 2 - 3 - 4"
OR: "1, 2, 3 - 4, 1 - 2 - 3 - 4"



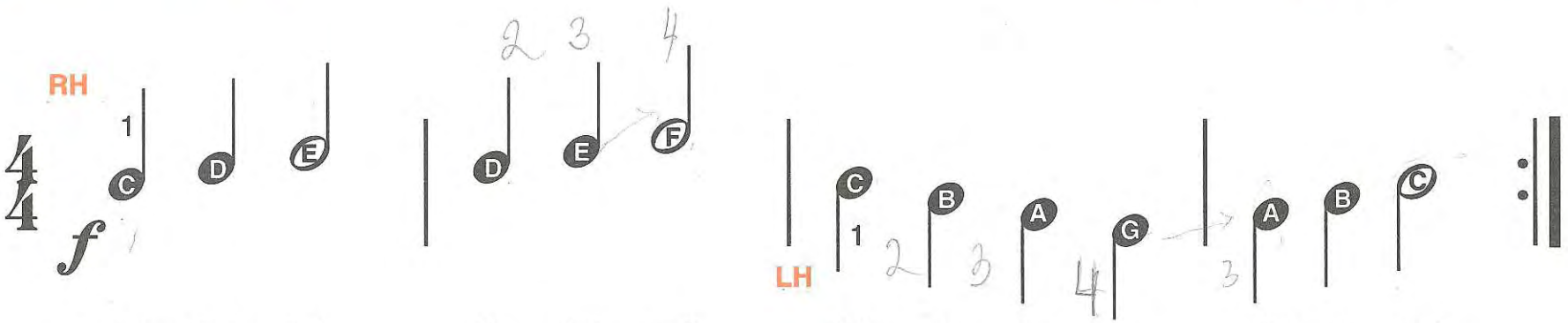


MIDDLE C POSITION



LH = 4 3 2 1 2 3 4 = RH

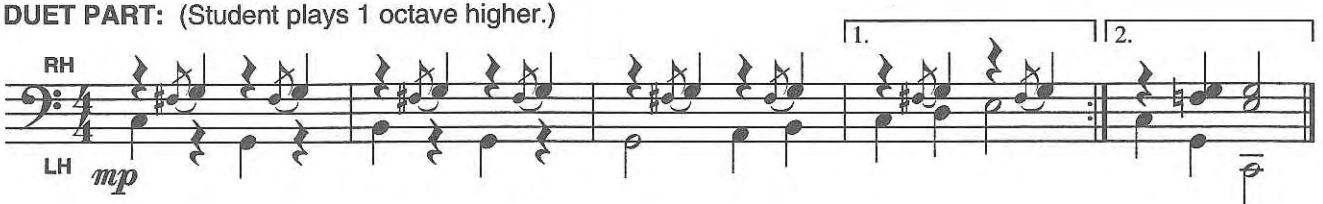
My Clever Pup



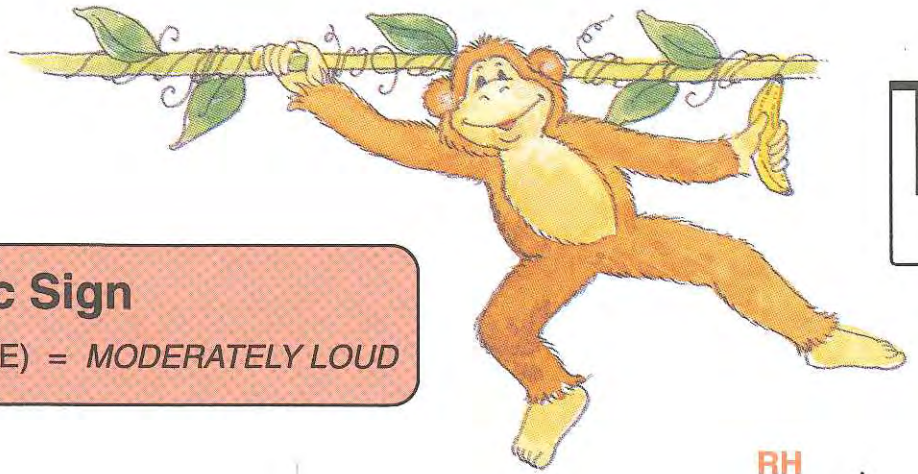
1. My dog's fun! My dog's neat!
2. He stands on his front feet,

He's a ver - y clev - er pup!
When I hold his hind legs up

DUET PART: (Student plays 1 octave higher.)



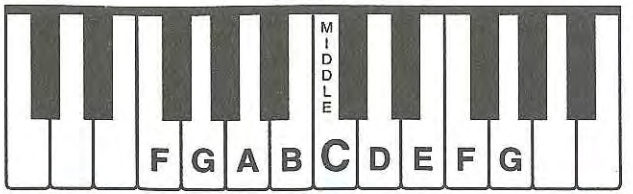
The Zoo



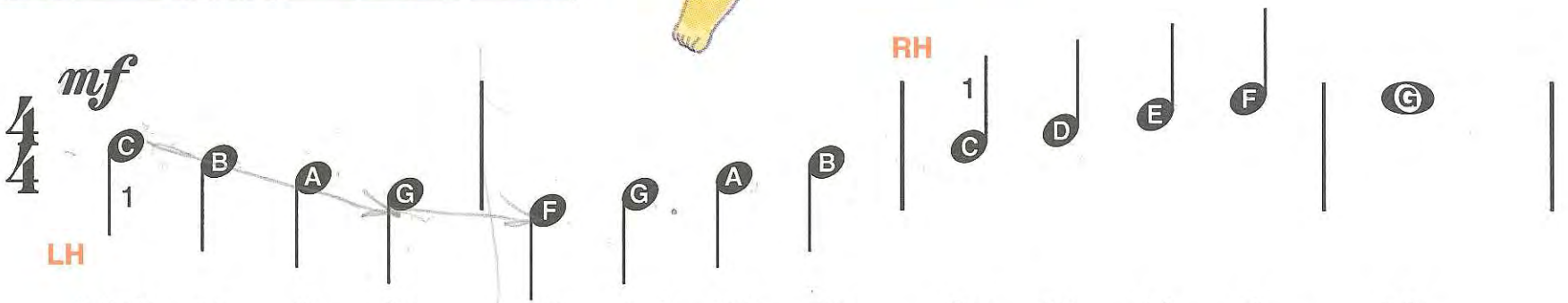
New Dynamic Sign

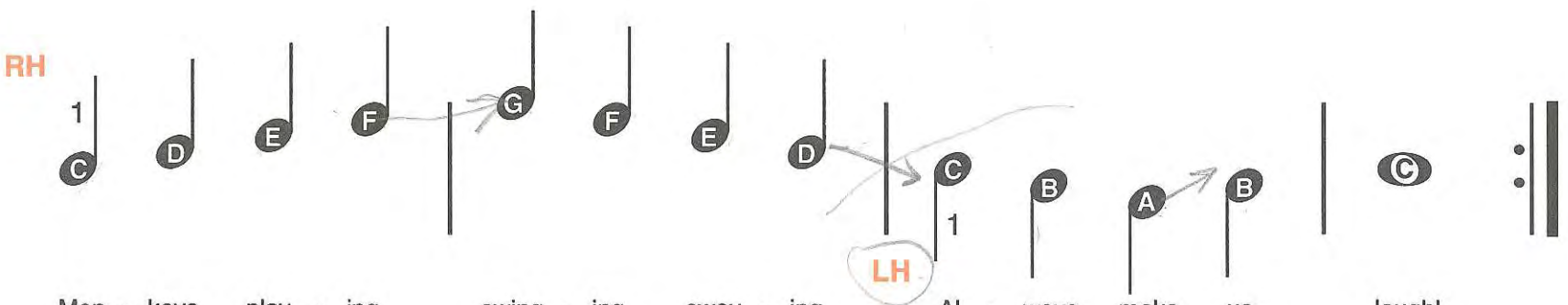
mf (MEZZO FORTE) = *MODERATELY LOUD*

MIDDLE C POSITION

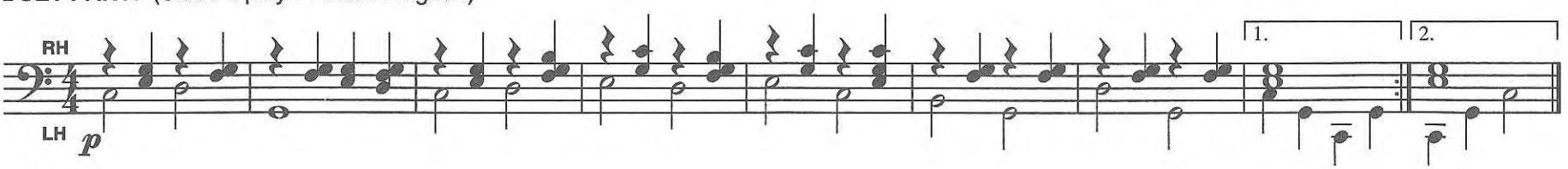


LH = 5 4 3 2 1 2 3 4 5 = RH

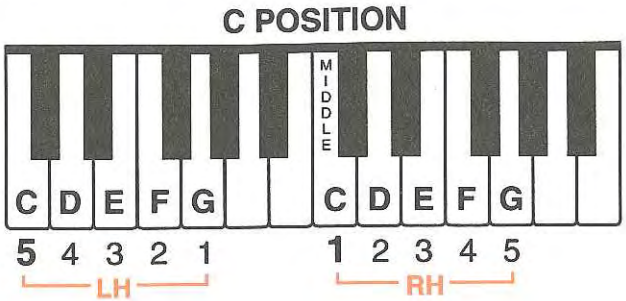




DUET PART: (Student plays 1 octave higher.)



Playing in a New Position



mf

RH

1 C D E F | G F E D | C D E F | G

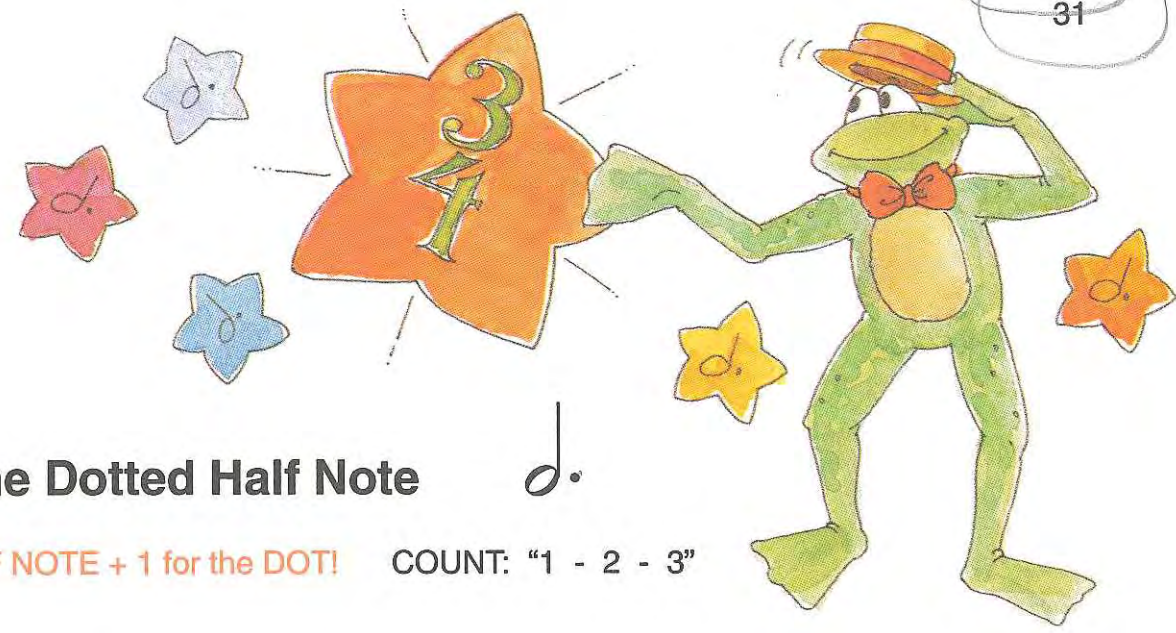
C po - si - tion's ver - y E - zy "C D E F G."

LH

1 G F E D | C D E F | G F E D | C

Gee, I'm play - ing "C D E F G," as you can "C!"

A New Time Signature



3/4 means **3** beats to each measure.

a **QUARTER NOTE** ♩ gets ONE beat.

1 ♩=2 ♩.=3 𝅝=4

The Dotted Half Note ♩.

COUNT 2 for the HALF NOTE + 1 for the DOT! COUNT: "1 - 2 - 3"

3/4			
One,	one,	one,	
One	two	three,	
One	two,	one,	
One,	one	two.	

The notes in each measure must add up to **3** COUNTS!

1. After the 3/4 below, draw a DOTTED HALF NOTE over each "one".
2. Add BAR LINES. Put a DOUBLE BAR at the end.

3/4			
One - two - three,	One - two - three,	One - two - three,	One - two - three.

3. Add BAR LINES. Put a DOUBLE BAR at the end.

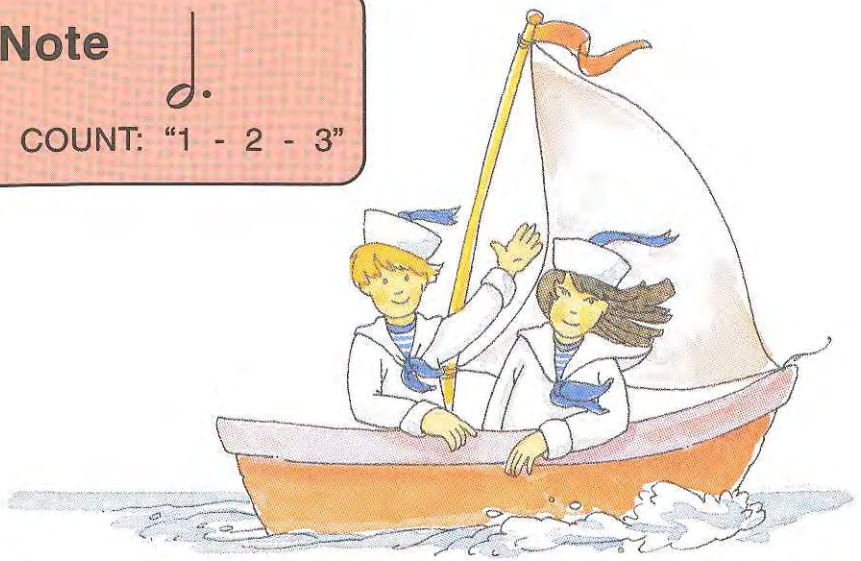
3/4								
♩	♩	♩	𝅗𝅥	♩	♩.	♩	𝅗𝅥	

Dotted Half Note

a **longer** note. 𝅗𝅥.

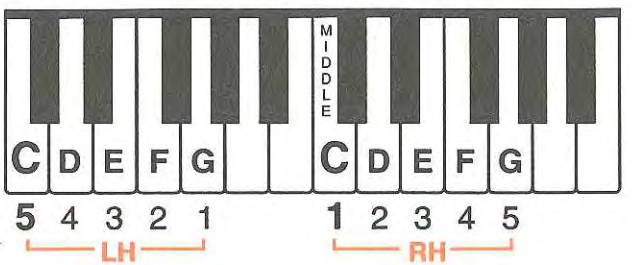
COUNT: "1 - 2 - 3"

1. Clap (or tap) the following rhythm.
2. Clap **ONCE** for each note, counting aloud as you clap.



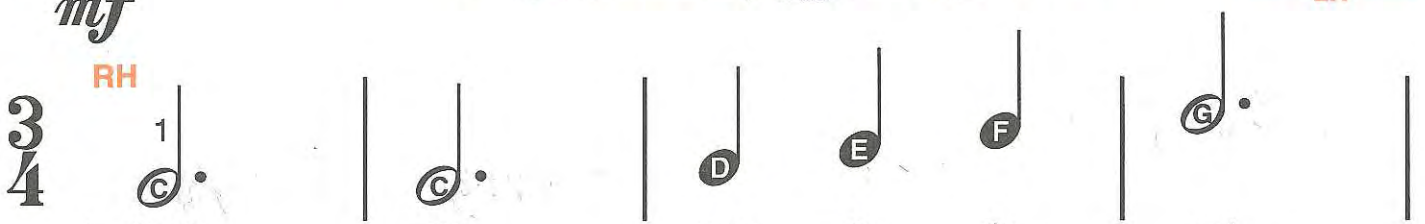
Sailing

C POSITION

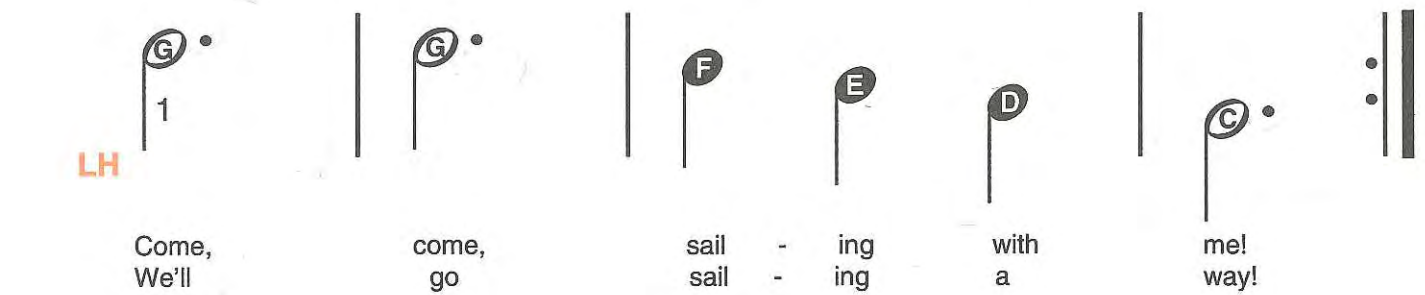


mf

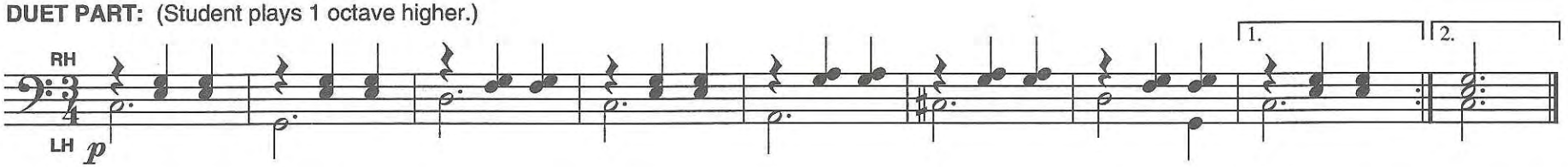
RH



LH



DUET PART: (Student plays 1 octave higher.)



What Can I Share?

C POSITION (same as page 32)

mf

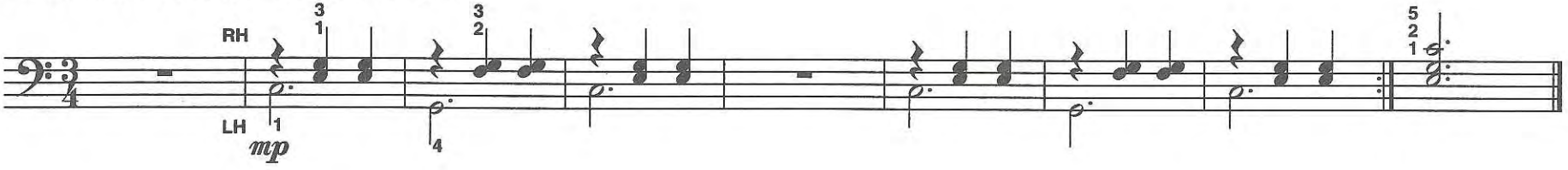
LH

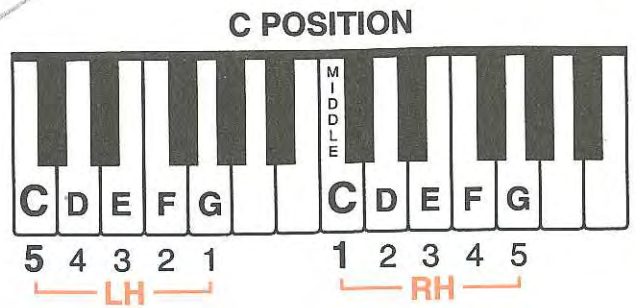
1. What can I share - with you
2. Good friends should al ways share

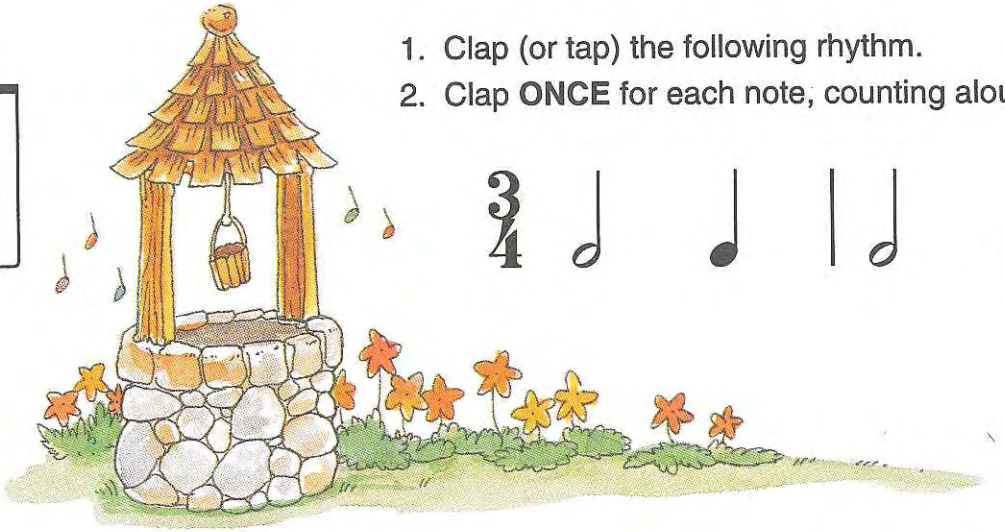
RH

To show how care for you?
To show how much they care!

DUET PART: (Student plays 1 octave higher.)

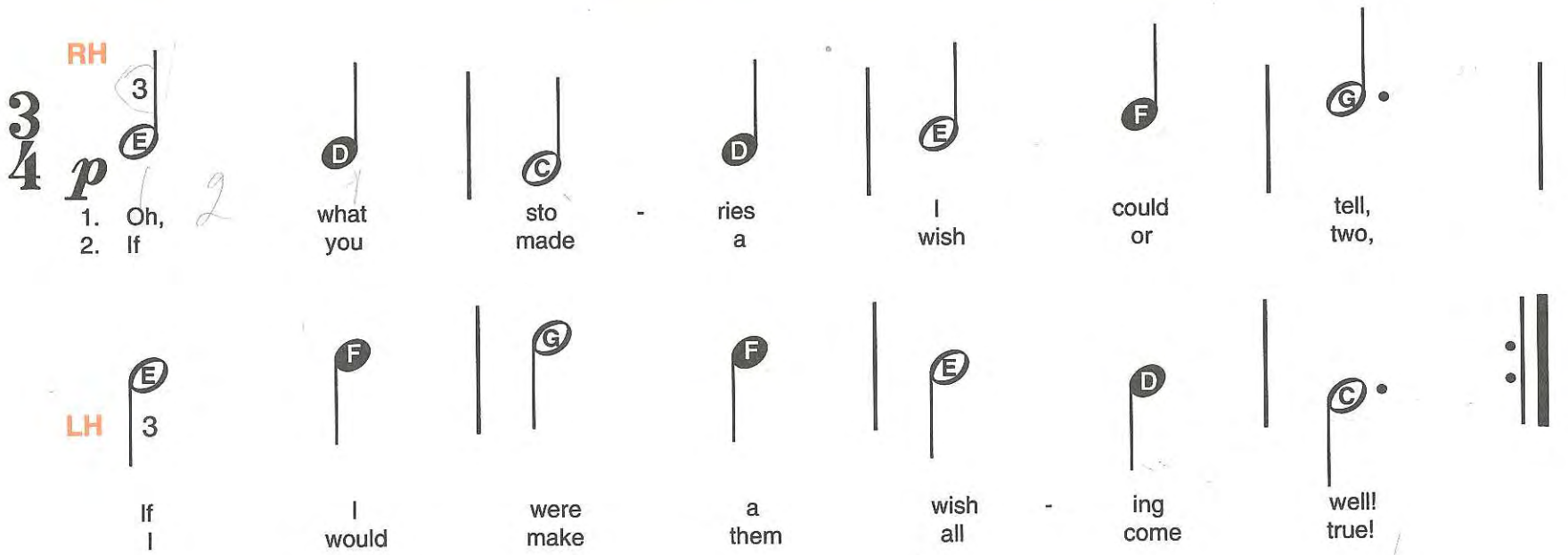




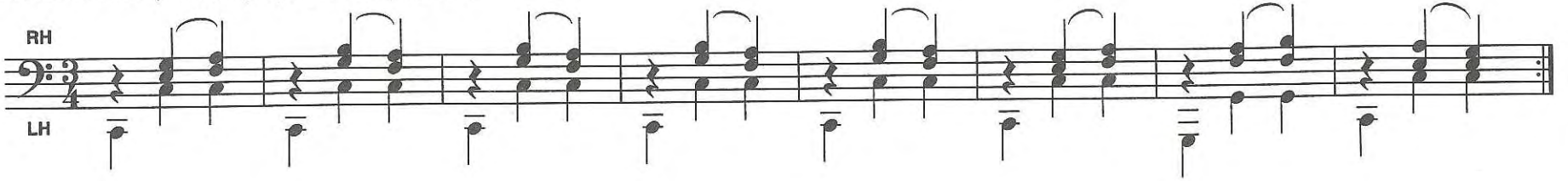


1. Clap (or tap) the following rhythm.
2. Clap **ONCE** for each note, counting aloud as you clap.

Wishing Well



DUET PART: (Student plays 1 octave higher.)



Musical Matching

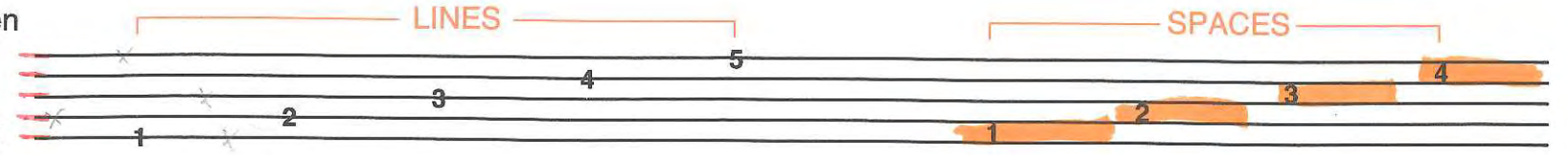
Draw each of the signs below in the correct squares.
Draw each sign TWICE; once in the LEFT column and once in the RIGHT column.

mf	𝅗𝅥	$\frac{3}{4}$
p	𝅝	*f*
♩	𝅗𝅥.	$\frac{4}{4}$

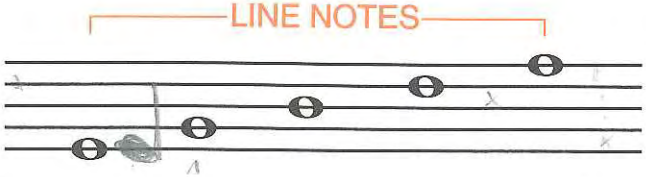
	piano		count 4 for this note
	dotted half note		loud
	time signature		count 2 for this note
	quarter note		means there are 3 counts in each measure
	mezzo forte		soft
	whole note		count 1 for this note
	half note		moderately loud
	forte		count 3 for this note
	time signature		means there are 4 counts in each measure

The Staff

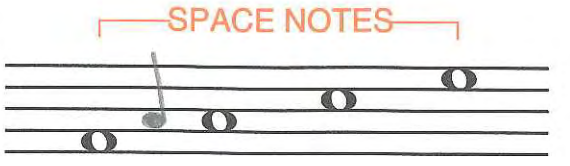
Music is written on a STAFF of 5 lines and 4 spaces:

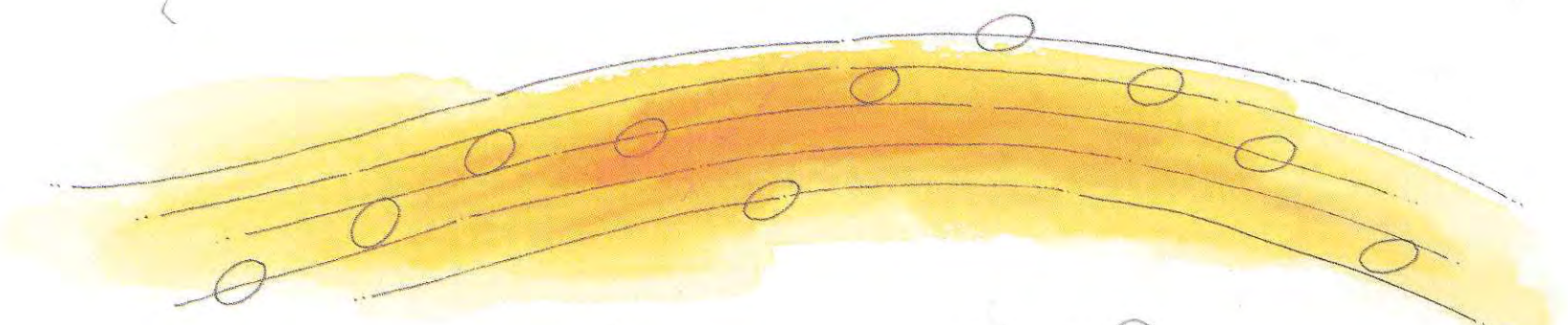


Some notes are written on LINES:



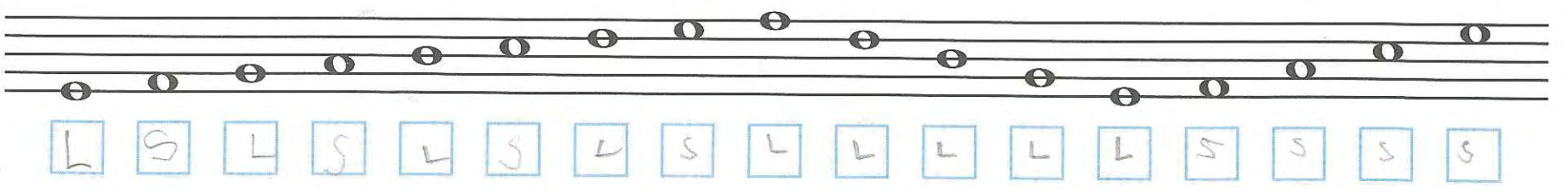
Some notes are written in SPACES:



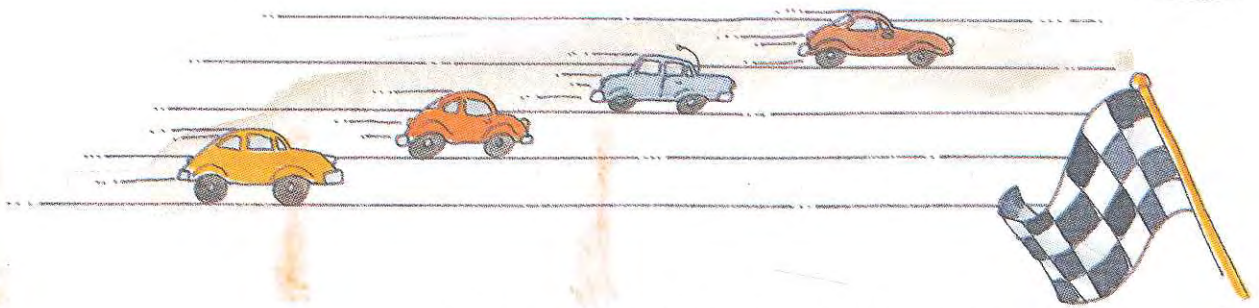


Line Space S

In the boxes below this staff, print an **L** below each LINE NOTE and an **S** below each SPACE NOTE.



Writing on the Staff



1. Write numbers 1 to 5 on the 5 lines of the following staff. Begin on the bottom line.

2. Draw a WHOLE NOTE on each LINE.

3. Write numbers 1 to 4 in the 4 spaces of the following staff. Begin in the lowest space.

4. Draw a WHOLE NOTE in each SPACE.

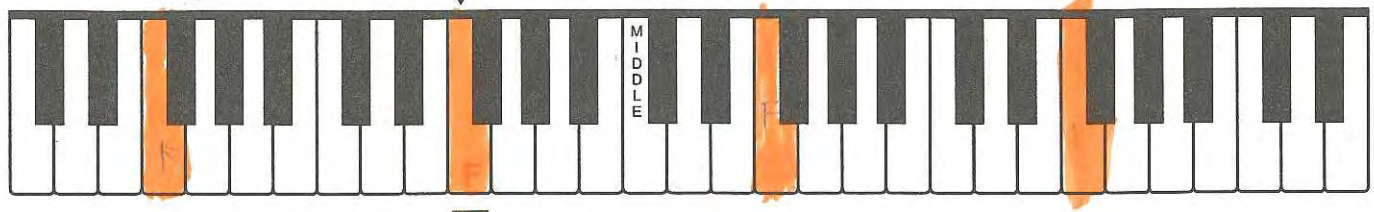
5. Draw a whole note on a LINE above each **L**, and in a SPACE above each **S**. Use ALL the lines and spaces.

L S S L L S L S L

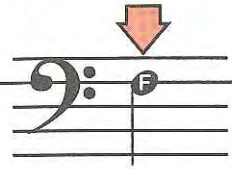
The Bass Clef Sign 𝄢

Locates the **F** below the middle of the keyboard.

This sign came from the letter **F**: 𝄢



This is the F line.



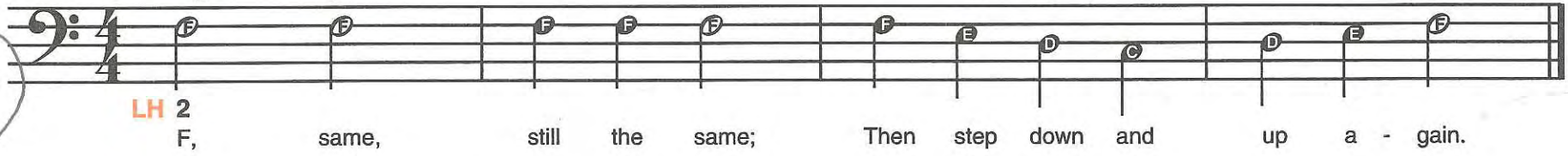
The F line passes between the two dots of the F clef sign!

By moving up or down from this F, you can name any note on the bass staff.

Notes REPEATED on **same** line or space: REPEAT **same** key.

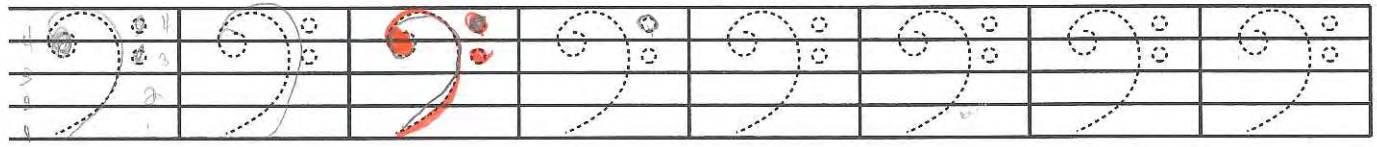
Notes stepping DOWN to next space or line: step DOWN to next white key.

Notes stepping UP to next space or line: step UP to next white key.

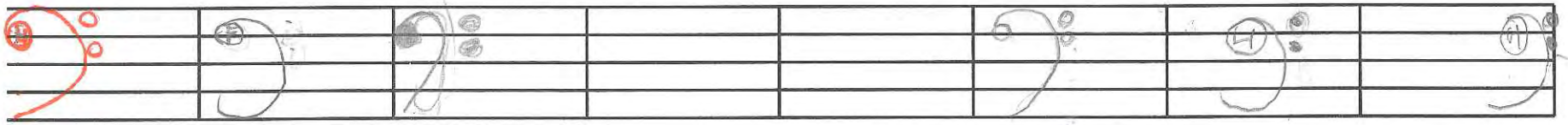


1. Trace this BASS CLEF sign.

2. Trace a whole line of BASS CLEF signs. Always begin on the F line. The two dots are in the TOP TWO SPACES.

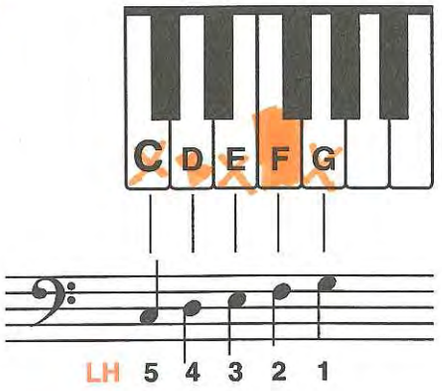


3. Draw a line of BASS CLEF signs without tracing.

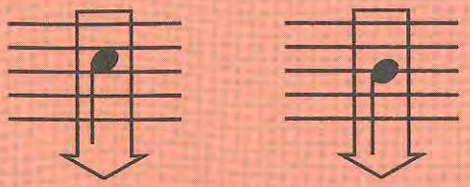


Rain, Rain!

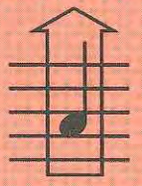
LH C POSITION



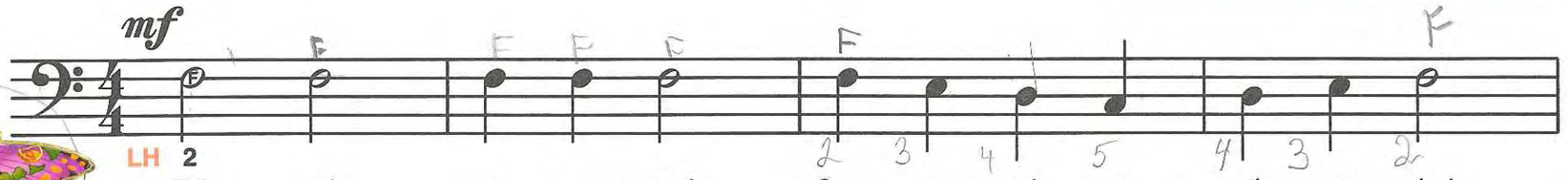
Notes ABOVE or ON the middle line have stems pointing DOWN.

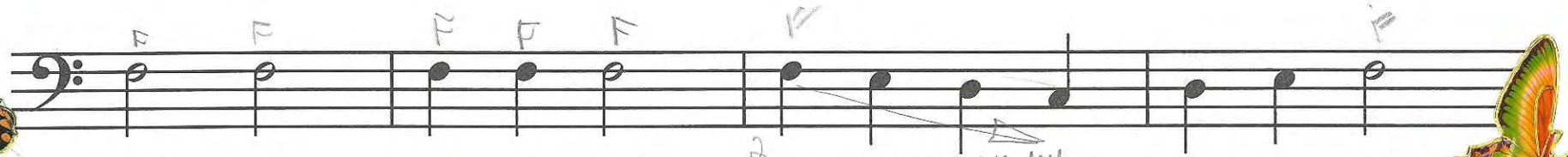


Notes BELOW the middle line have stems pointing UP.

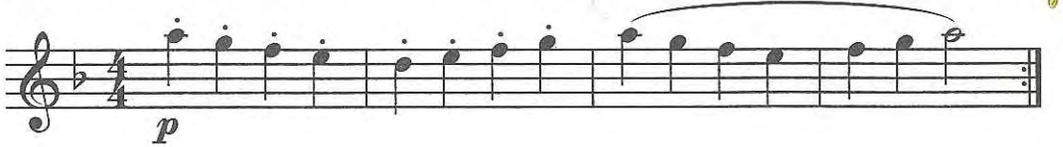


mf



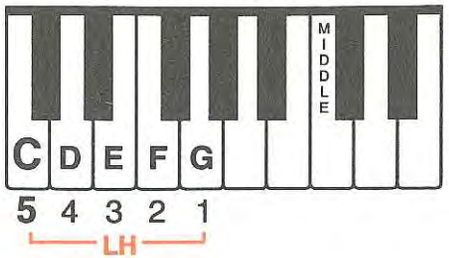


DUET PART:

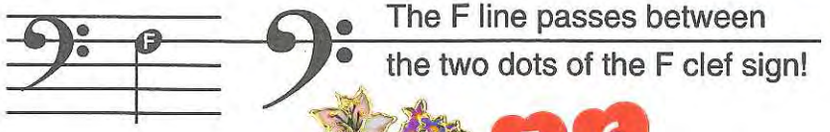


Mrs. Murphy's House

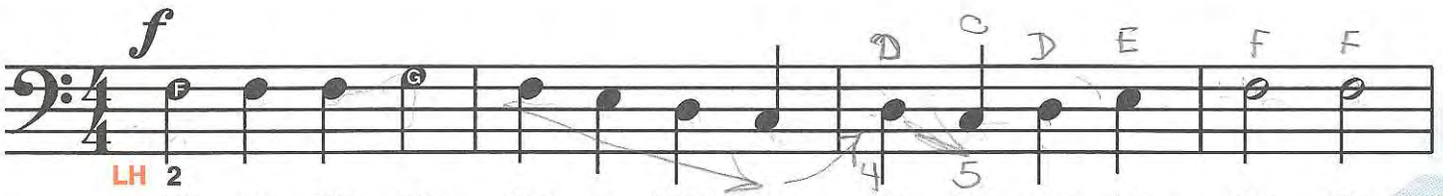
LH C POSITION



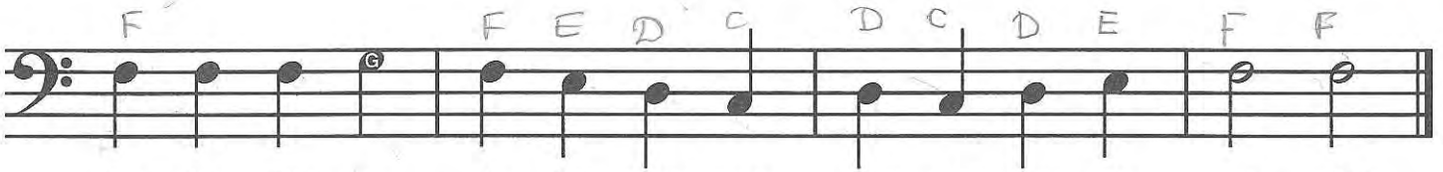
REMEMBER:



The F line passes between the two dots of the F clef sign!

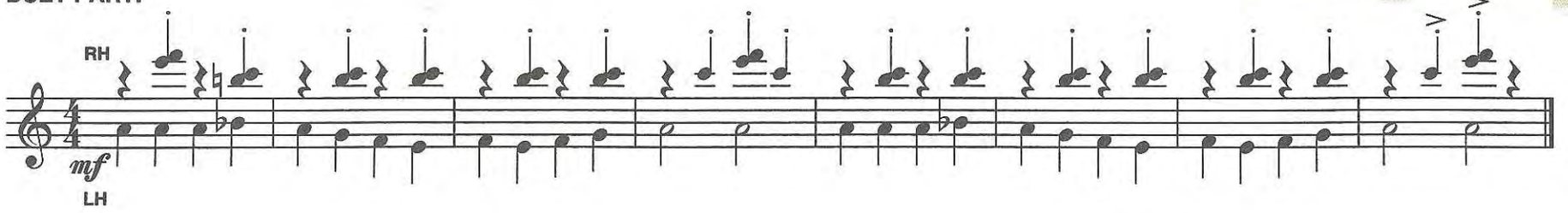


Mis - sus Mur - phy had a house, was six - teen stor - ies high, Oh!



Ev - 'ry sto - ry in that house was filled with ap - ple pie, Oh!

DUET PART:



Circus Day!

LH C POSITION (same as page 40)

Happily

f *2nd time play ONE OCTAVE (8 notes) LOWER*

LH 1

Bears are danc - ing, po - nies pranc - ing; Clowns are fun to see!

1

When the cir - cus comes to town, What fun for you and me!

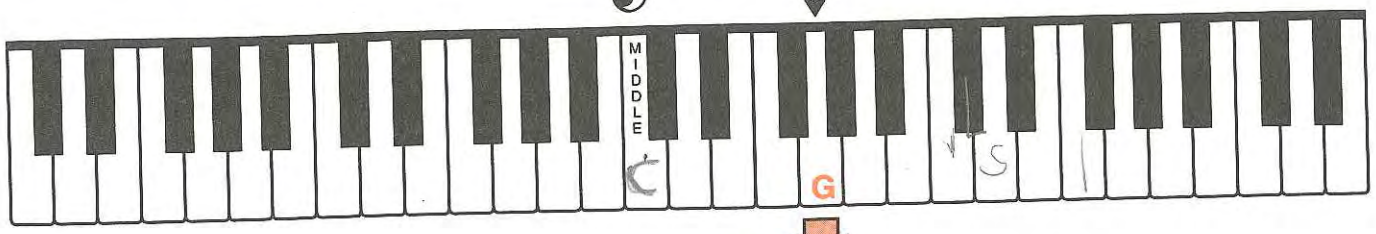
DUET PART:

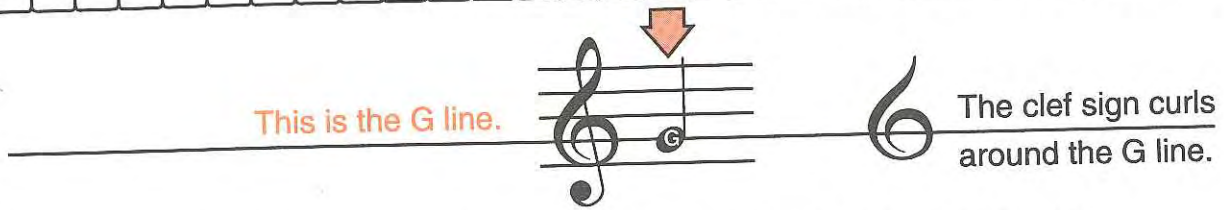
mf RH 2 LH 1 *f* 5 *mf* *mf* *f* *mf*

The Treble Clef Sign

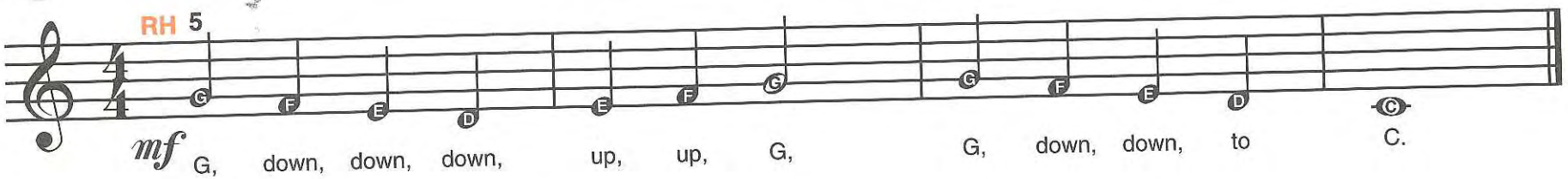
Locates the **G** above the middle of the keyboard.

This sign came from the letter **G**:

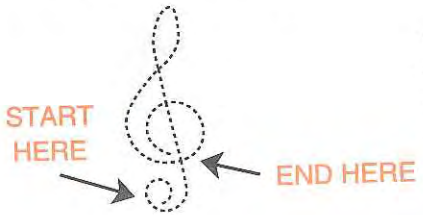




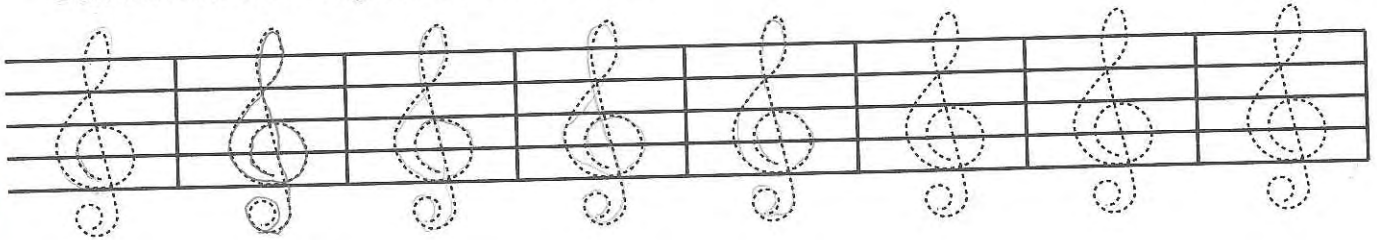
By moving up or down from this G, you can name any note on the treble staff.



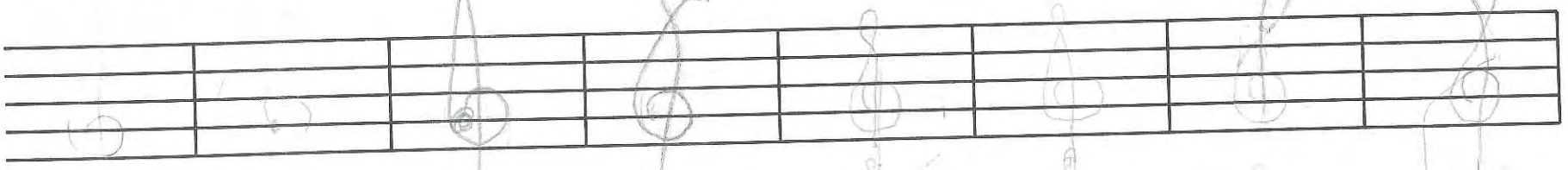
1. Trace this TREBLE CLEF sign.



2. Trace these TREBLE CLEF SIGNS. Begin below the staff. Curl the end of the sign around the **G** line.

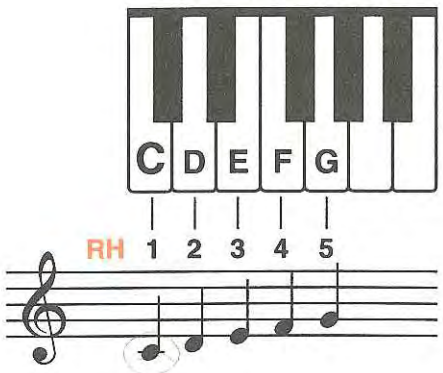


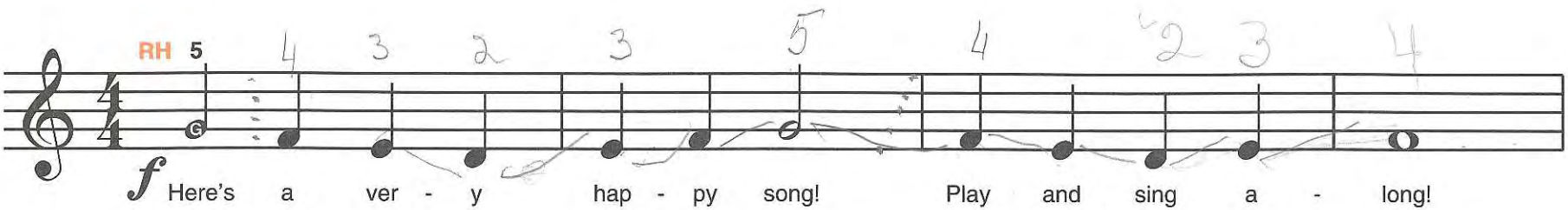
3. Draw a line of TREBLE CLEF signs without tracing.

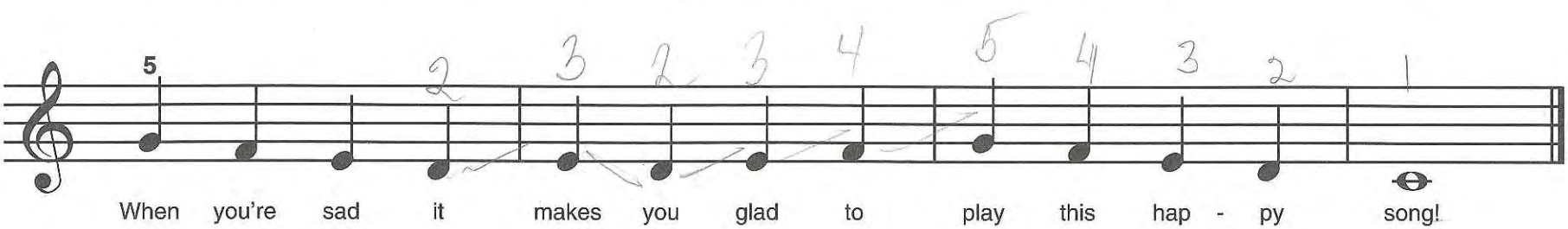


A Happy Song

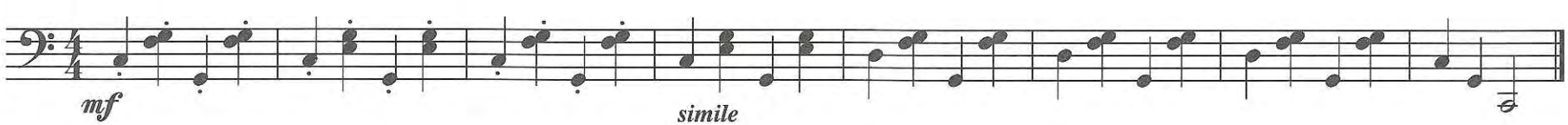
RH C POSITION





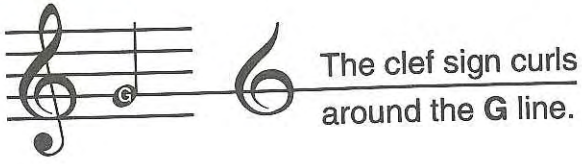


DUET PART:



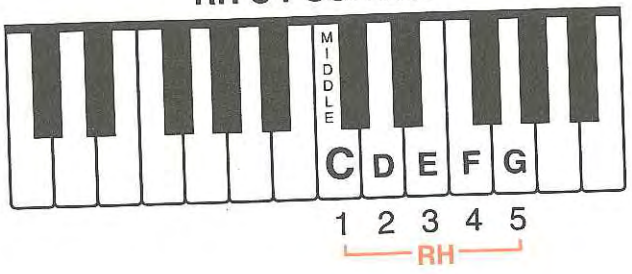
Gee, We're Glad!

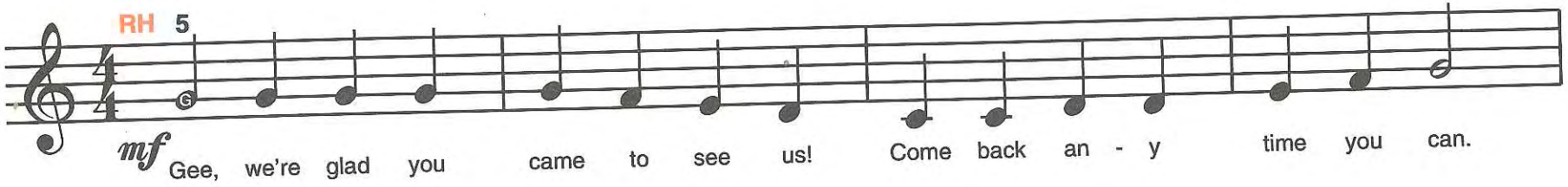
REMEMBER:

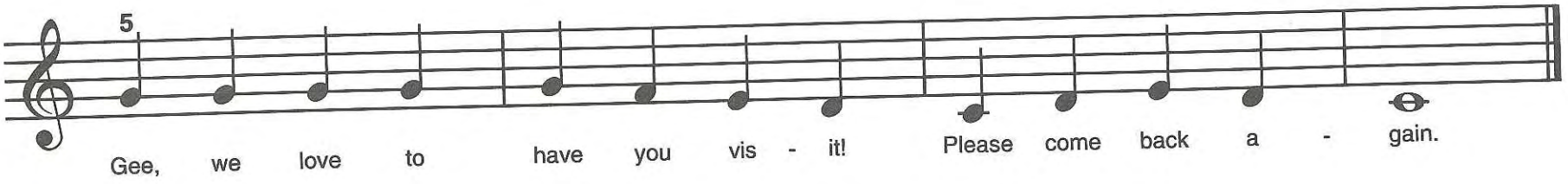


The clef sign curls around the **G** line.

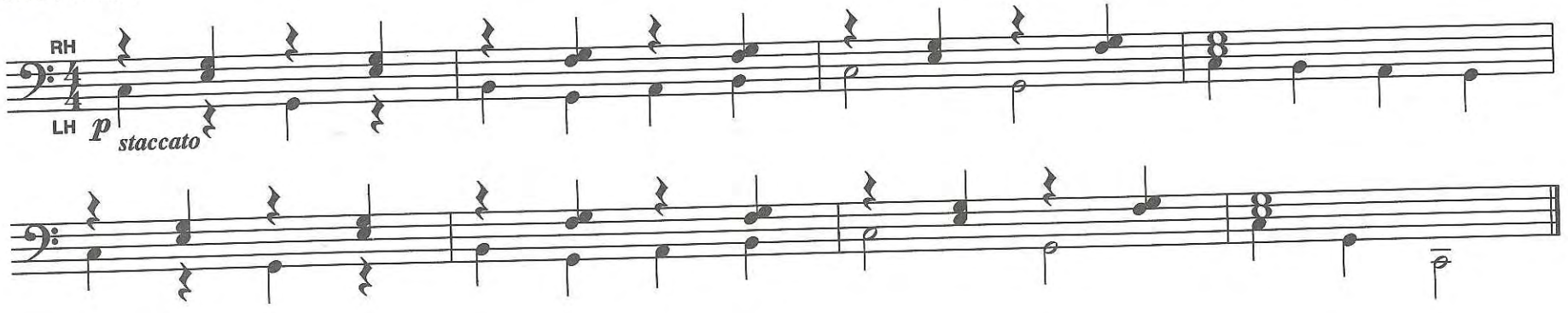
RH C POSITION







DUET PART:

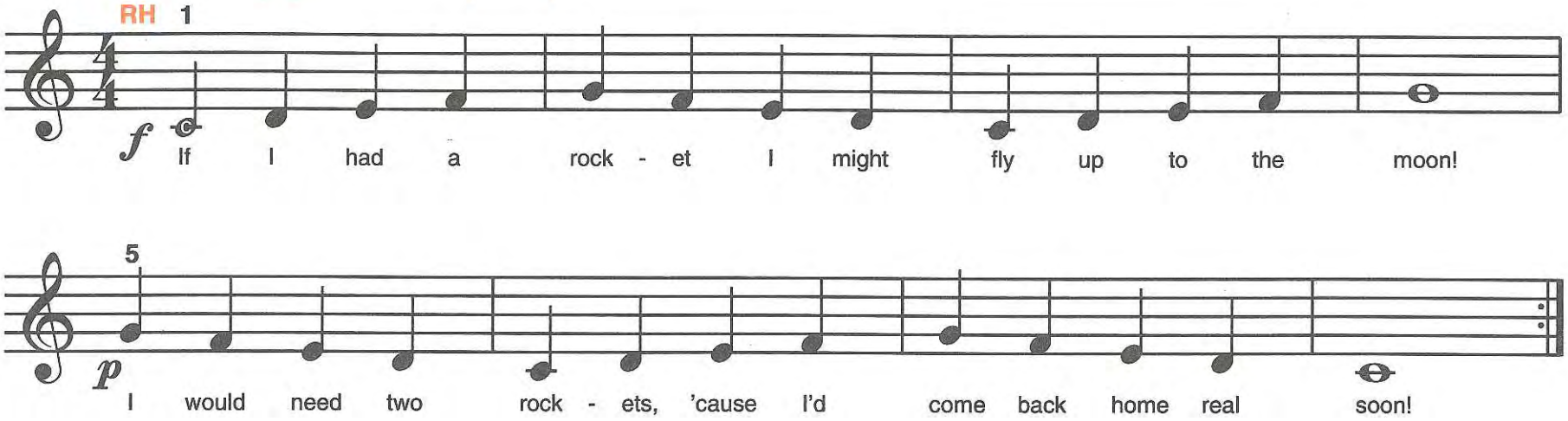


Up to the Moon!

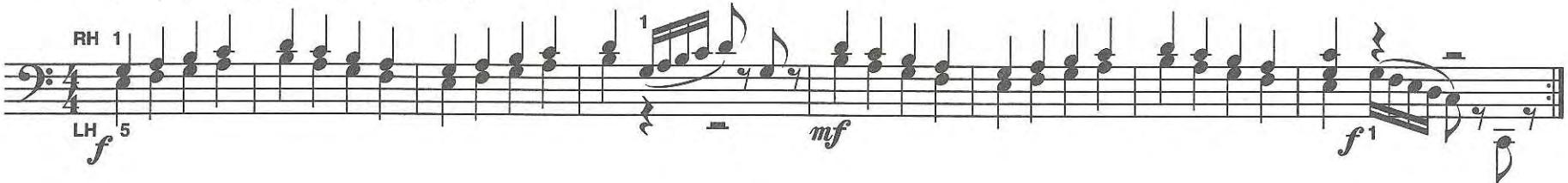
RH C POSITION (same as page 44)

Moderately fast

2nd time play ONE OCTAVE (8 notes) HIGHER



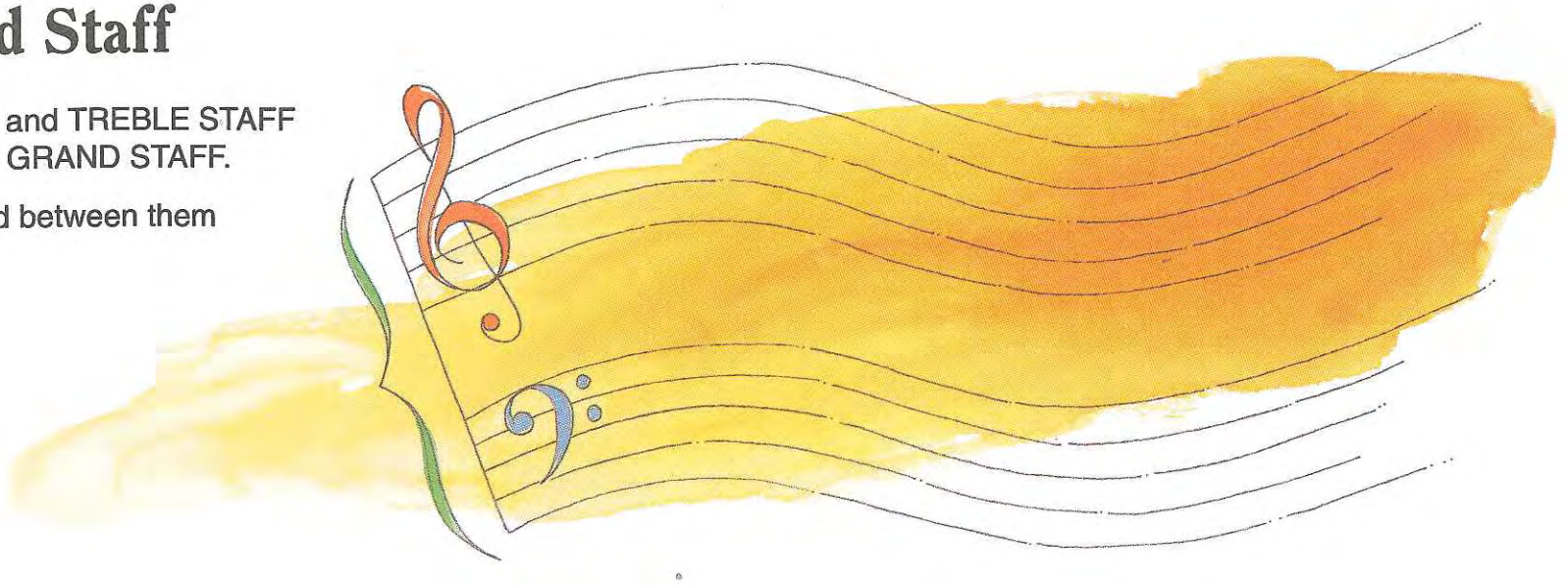
DUET PART: (Student plays 1 octave higher.)

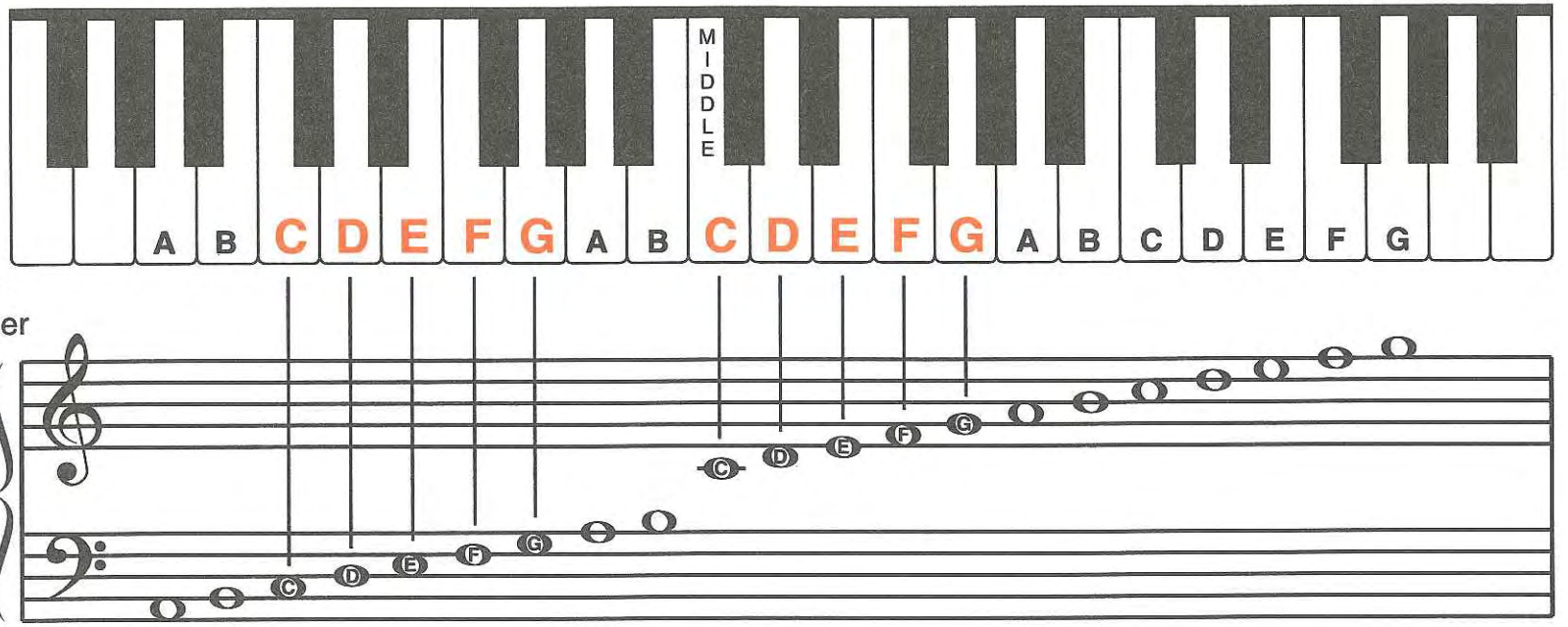


The Grand Staff

The BASS STAFF and TREBLE STAFF together make the GRAND STAFF.

A short line is used between them for MIDDLE C.



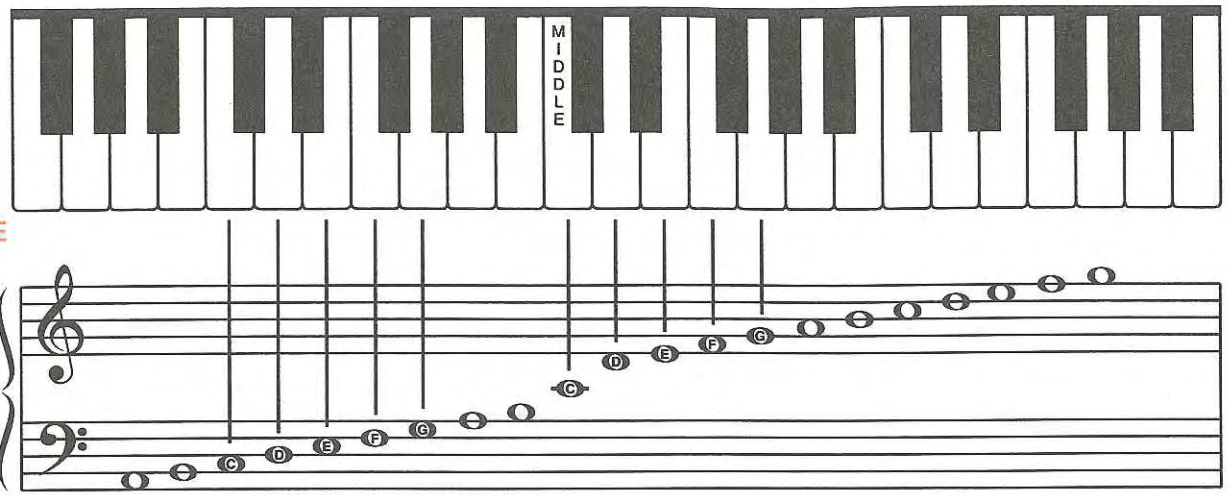


The TREBLE and BASS staffs are joined together with a BRACE:

IMPORTANT! Only LH & RH **C D E F G** need be learned now!

Writing the Grand Staff

1. Print the letter names C D E F G on the keyboard.

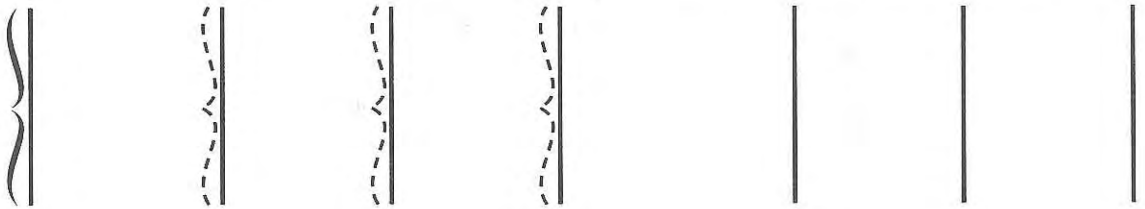


The TREBLE & BASS staffs are joined together with a BRACE and a BAR LINE to make a GRAND STAFF.

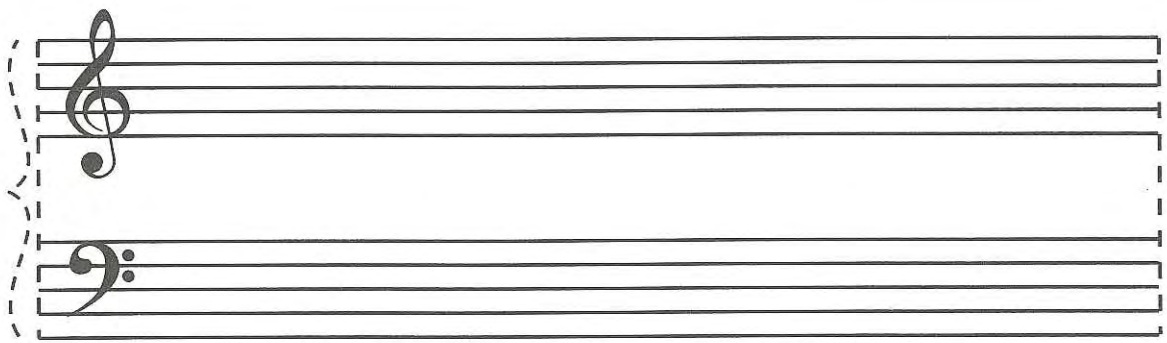
2. Trace these 3 BRACES.

3. Draw 3 BRACES without tracing.

BRACE:

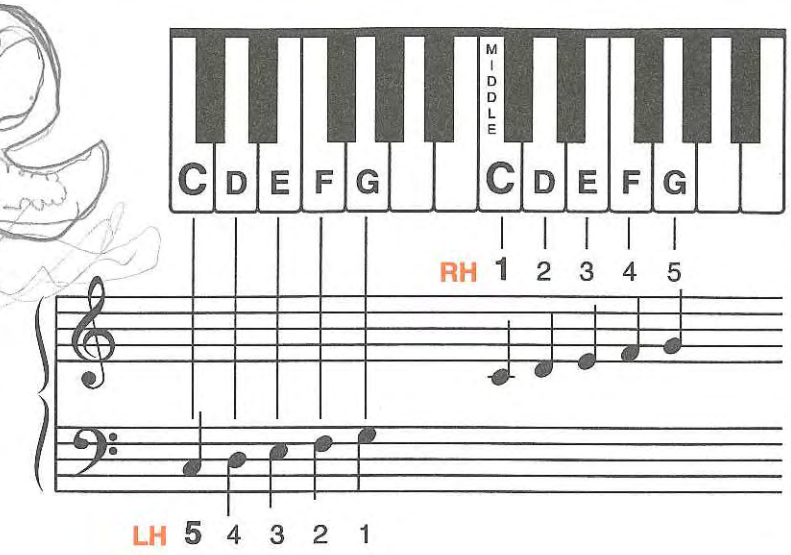


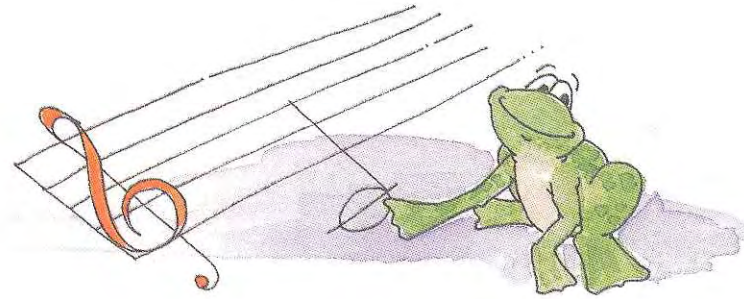
4. Join the beginning and the end of the two staffs by tracing the bar lines, then trace the BRACE at the beginning to complete the GRAND STAFF.



5. Write ALL the notes on the GRAND STAFF above. Use WHOLE NOTES. Begin with the lowest space. Keep the notes very close together so they look the same as in the staff at the top of this page.
6. Print the name over each note.

C Position on the Grand Staff

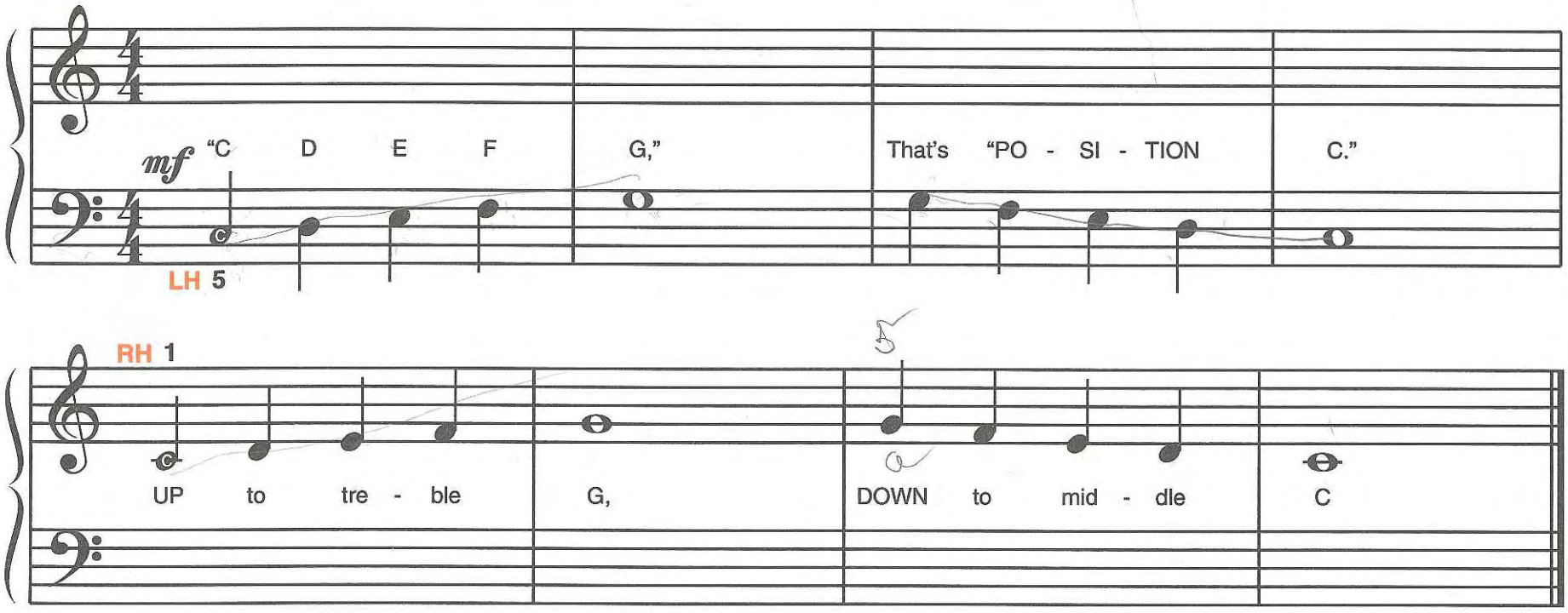




FOR THE REST OF THIS BOOK:

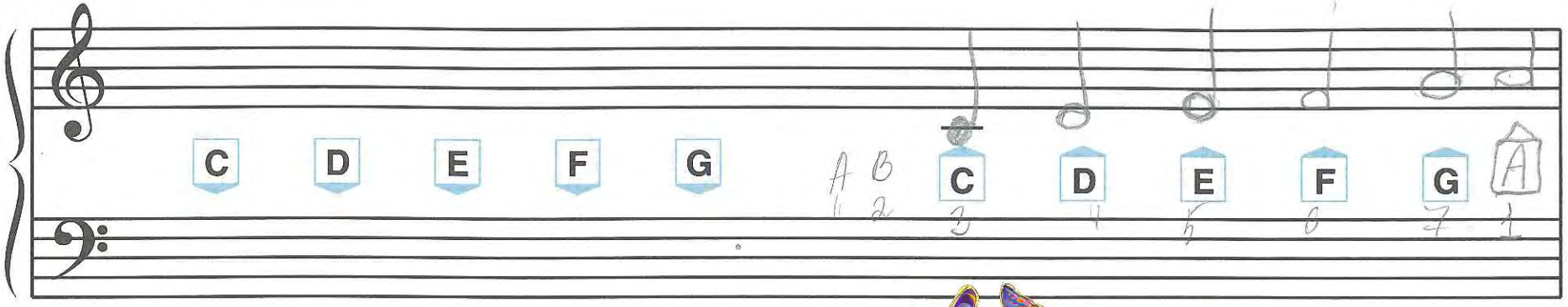
Notes in the TREBLE STAFF 𝄞 will be played with RH.

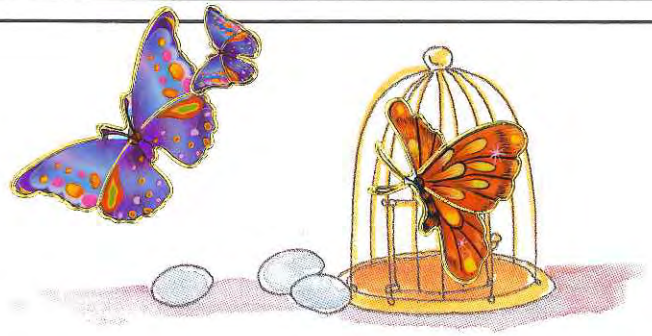
Notes in the BASS STAFF 𝄢 will be played with LH.



Writing C Position on the Grand Staff

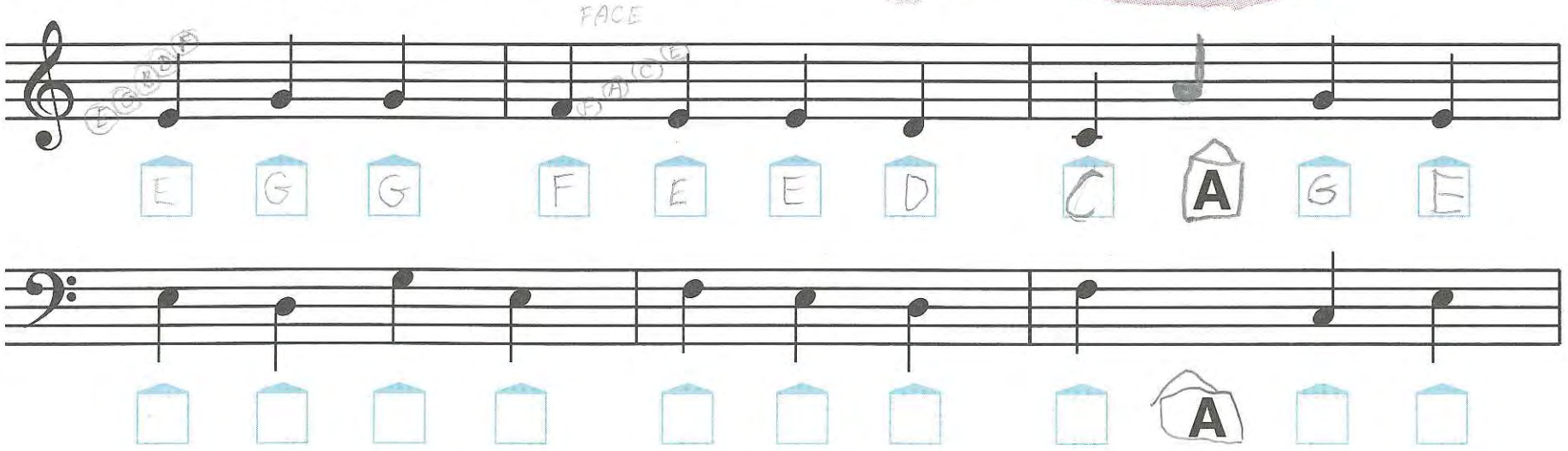
1. Write the LH notes in the BASS staff under the squares. Use QUARTER NOTES.
   Turn the stem of the C UP. Turn the stems of the D E F & G DOWN.
2. Write the RH notes in the TREBLE staff over the squares. Use QUARTER NOTES.
   Turn all the stems UP.





Spelling Game

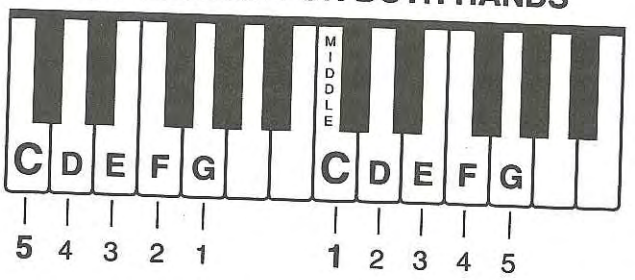
3. Write the name of each note in the square below it.
   The letters in each group of squares will spell a familiar word.



Row, Row, Row Your Boat

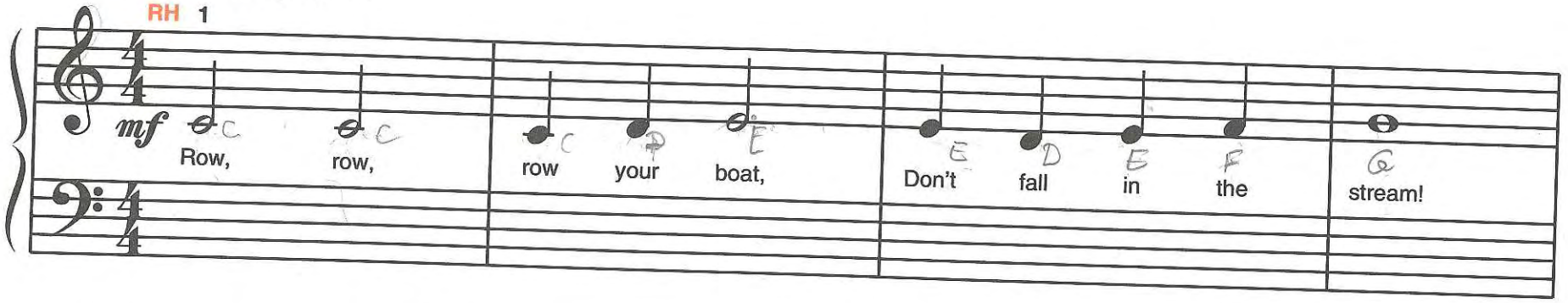
(RIGHT SIDE UP AND UPSIDE DOWN)

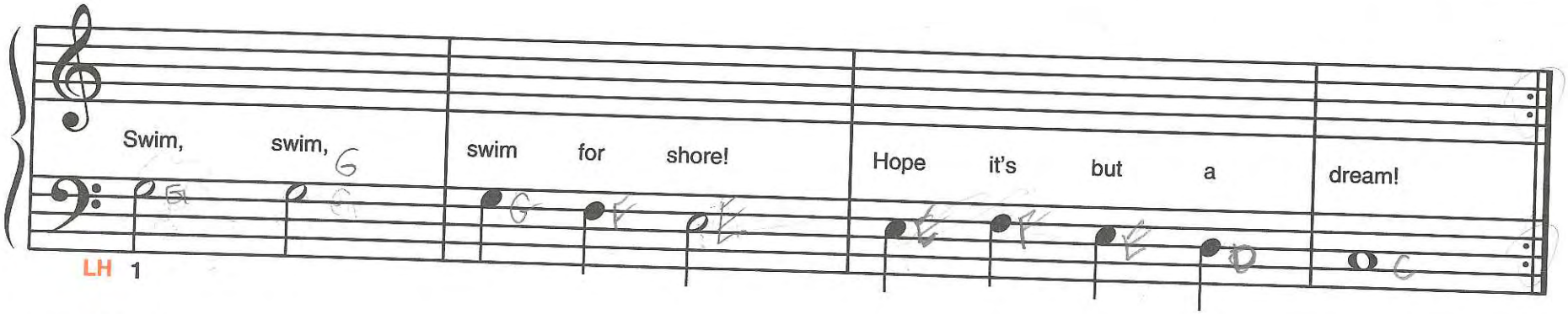
C POSITION FOR BOTH HANDS



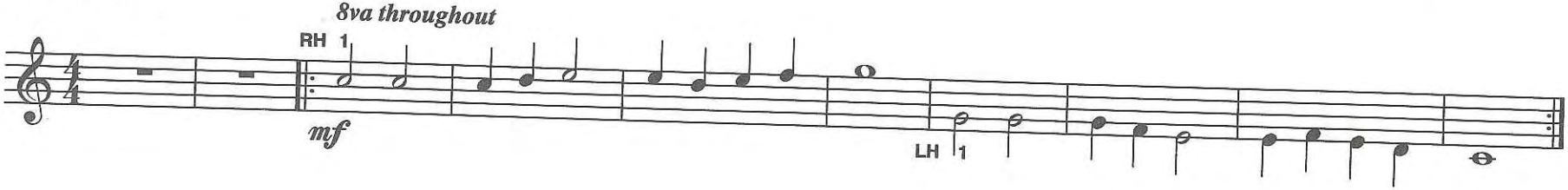
The first line is the familiar tune.
The second line is the same, upside-down!

Moderately slow





DUET PART:



A Happy Song

(C POSITION FOR BOTH HANDS)

Happily

f

1. Here's a ver - y hap - py song! Play and sing a - long!
2. Play this ver - y hap - py tune, Morn - ing, night, or noon,

RH 4

LH 1

RH 3

Play it, sing it! Sway it, swing it! What a hap - py song!
It's a treas - ure! It's a pleas - ure! Play this hap - py tune!

LH 1

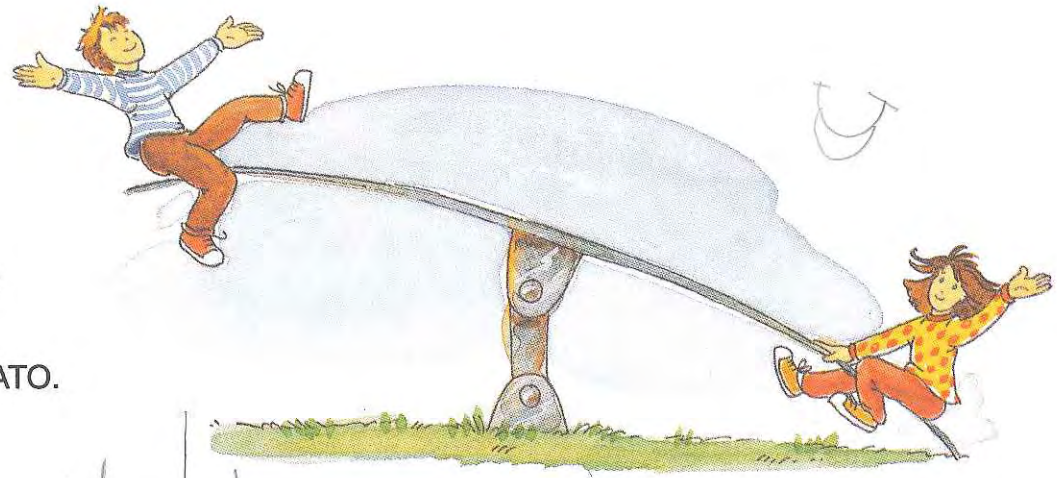
DUET PART: (Student plays 2 octaves higher.)

mf

simile

1. 2.

Legato Playing



Legato means SMOOTHLY CONNECTED.

To play LEGATO correctly, one finger must come up just as another goes down, like the ENDS OF A SEE-SAW.

This piece will make it easy for you to learn to play LEGATO. PLAY SLOWLY! CONNECT SMOOTHLY! LISTEN CAREFULLY!

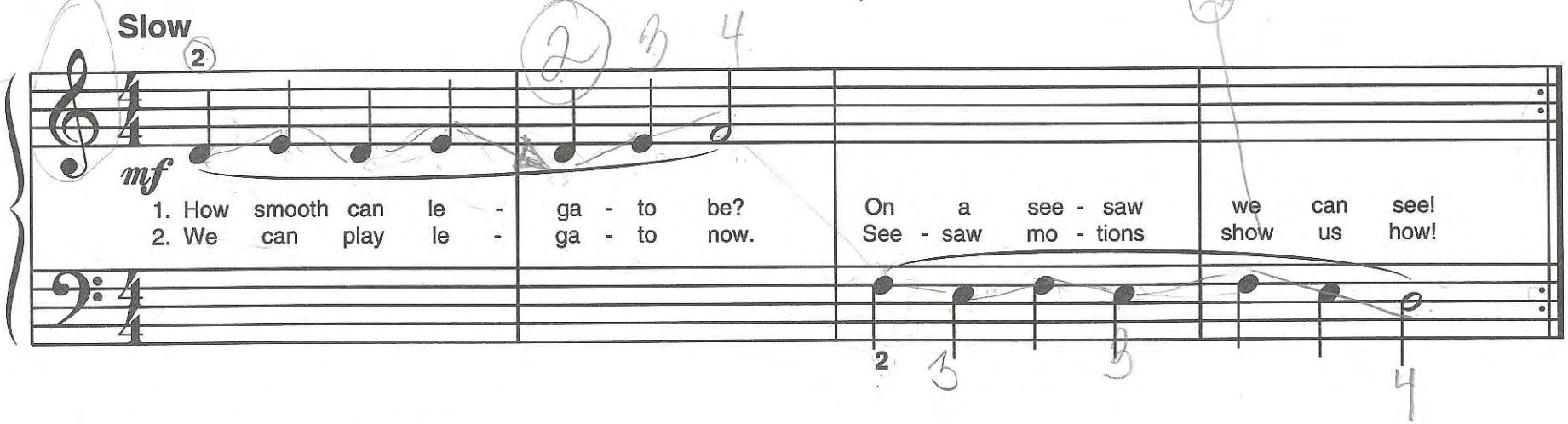
SLUR

SLURS mean play LEGATO

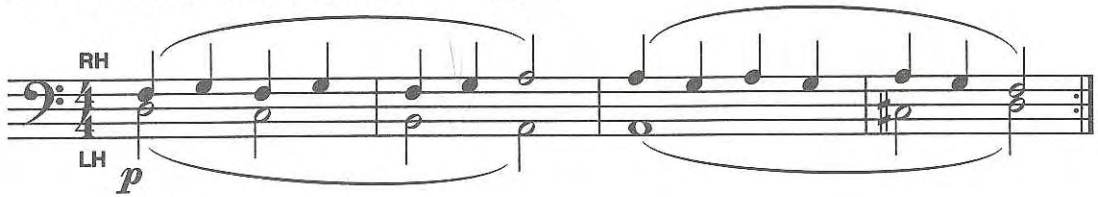
Slurs often divide the music into PHRASES.

A PHRASE is a musical thought or sentence.

See-Saws

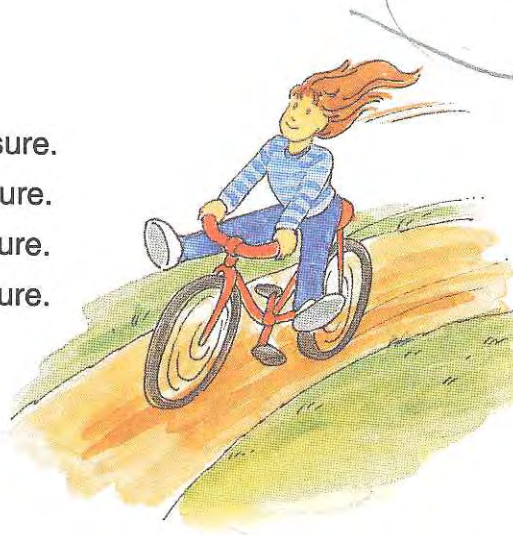


DUET PART: (Student plays 1 octave higher.)

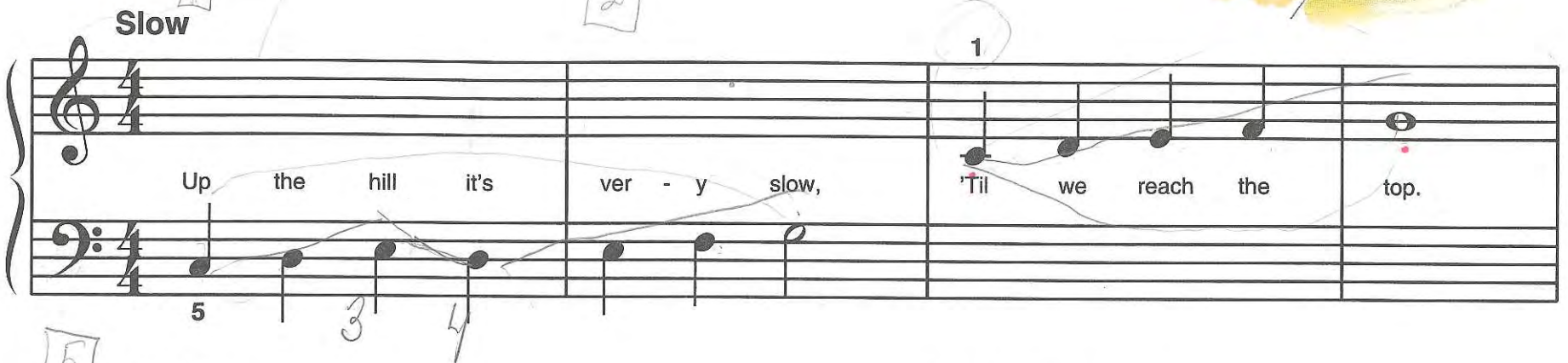


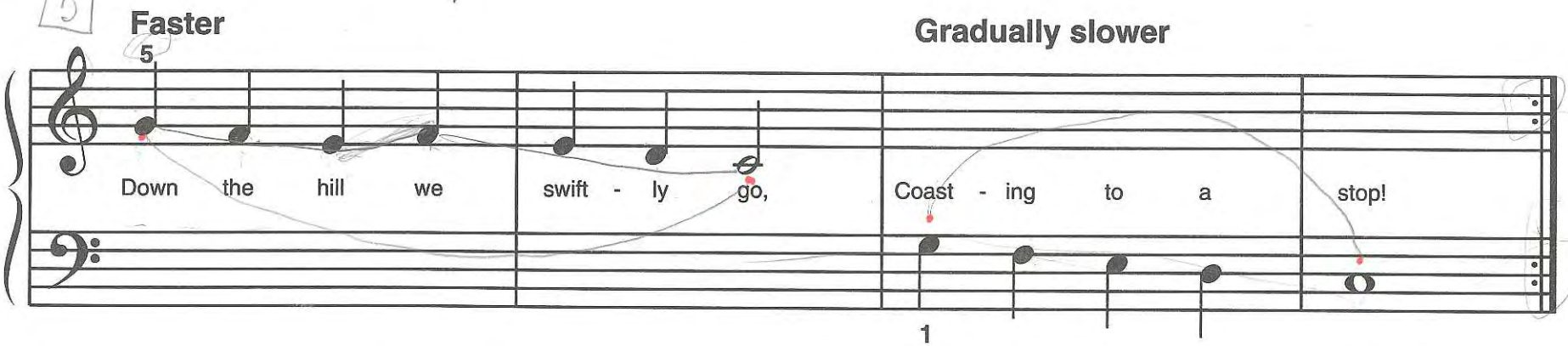
Writing Legato

1. Draw a SLUR connecting the first note of the 1st measure to the last note of the 2nd measure.
2. Draw a SLUR connecting the first note of the 3rd measure to the last note of the 4th measure.
3. Draw a SLUR connecting the first note of the 5th measure to the last note of the 6th measure.
4. Draw a SLUR connecting the first note of the 7th measure to the last note of the 8th measure.



Biking

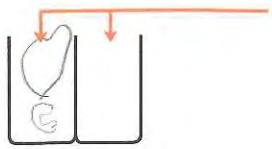




5. Over the first note, add a sign that means play MODERATELY LOUD.
6. Play the piece. Connect the notes of each phrase. Lift the hand at the end of each phrase.

Measuring Distances in Music

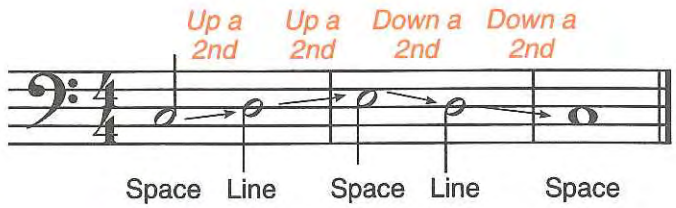
Distances from one note to another are measured in INTERVALS, called 2nds, 3rds, etc.

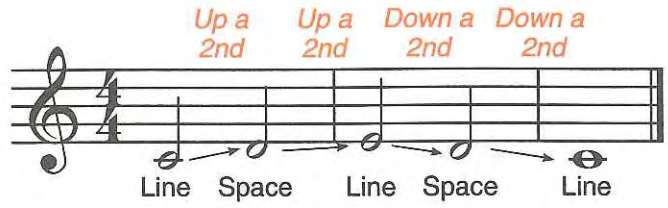


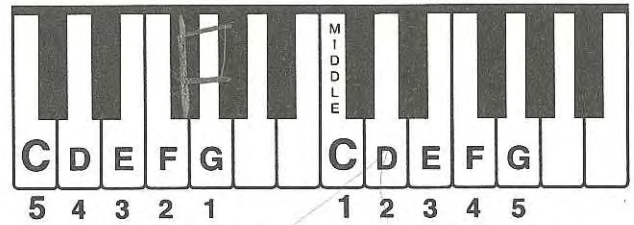
The distance from any white key to the next white key, up or down, is called a **2nd.**

2nds are written LINE-SPACE or SPACE-LINE.

Play, saying "UP a 2nd," etc.

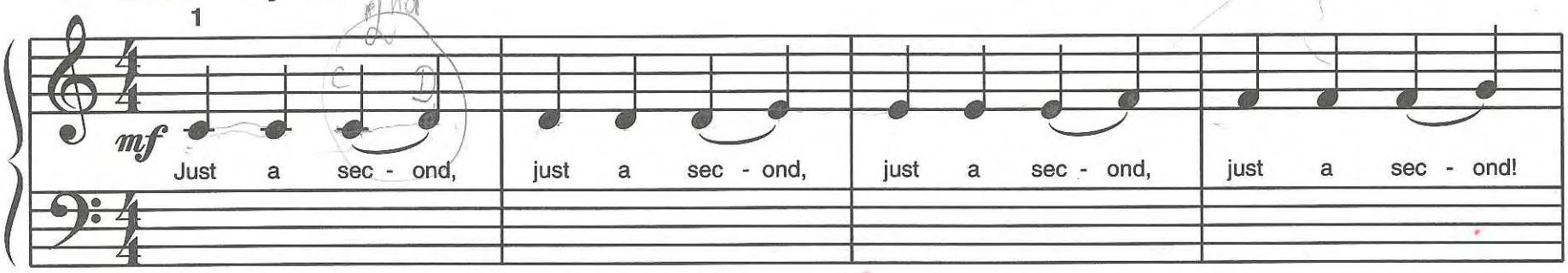


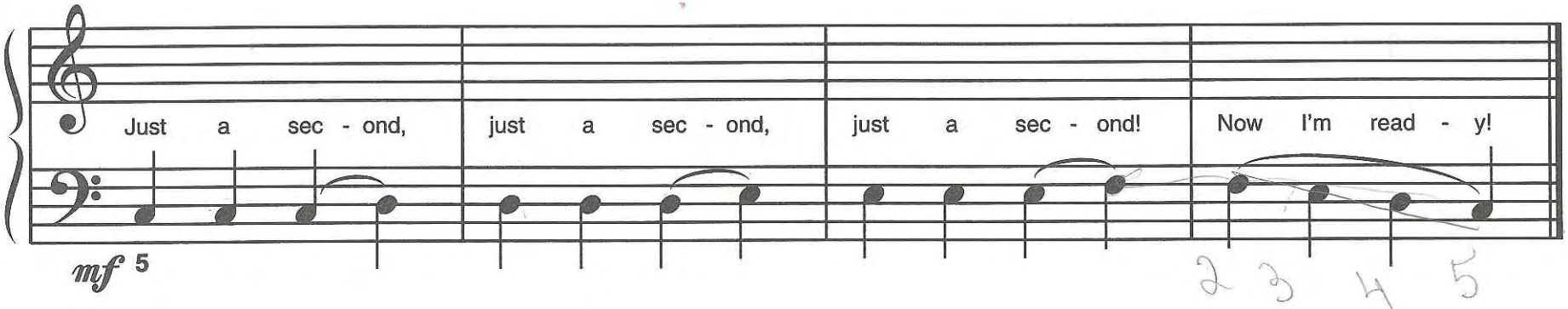




Just a Second!

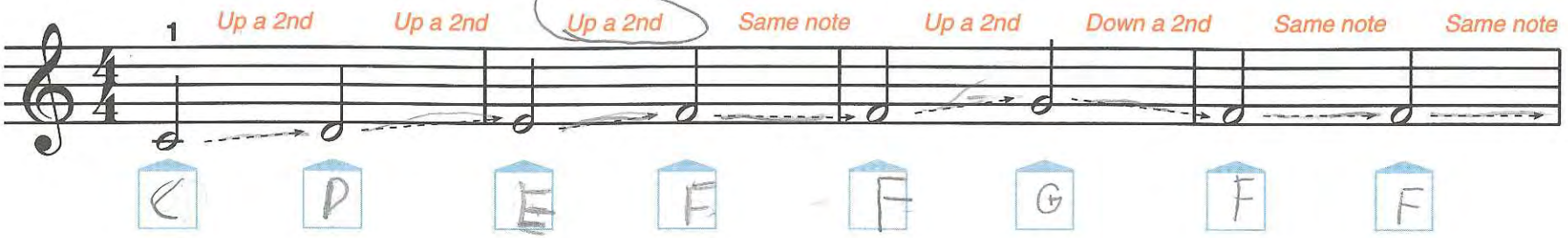
Moderately fast

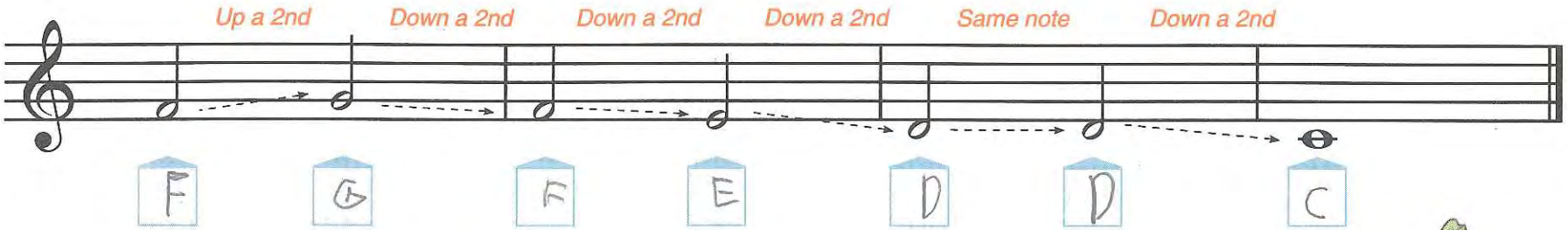




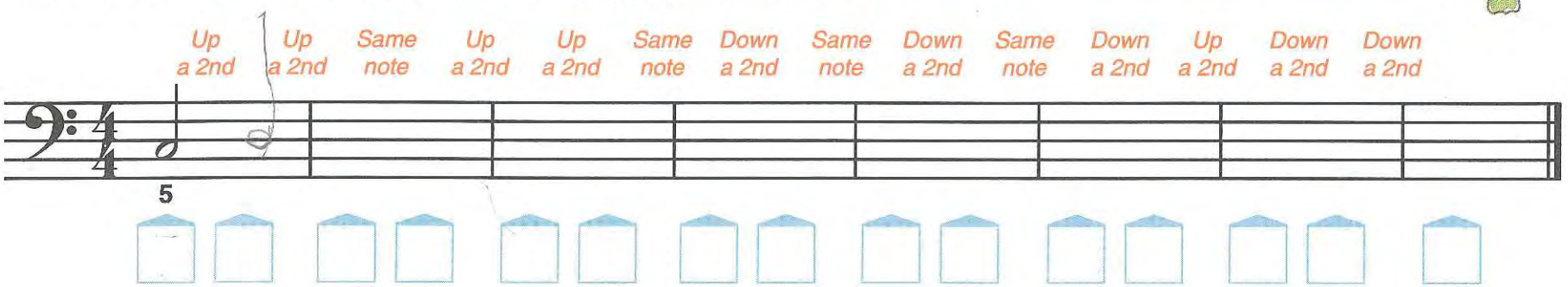
Measuring 2nds

1. Trace the arrows between the notes while saying the words above the notes ("Up a 2nd," etc.).
2. Write the note name under each note, then play, saying "Up a 2nd," etc.





3. Draw notes above the boxes as indicated by the directions above the staff ("Up a 2nd," etc.).
   Use HALF NOTES for each note except the last in measure 8. Point stems down.
   Use a WHOLE NOTE for the last note.
4. Write the note name under each note, then play, saying "Up a 2nd," etc.

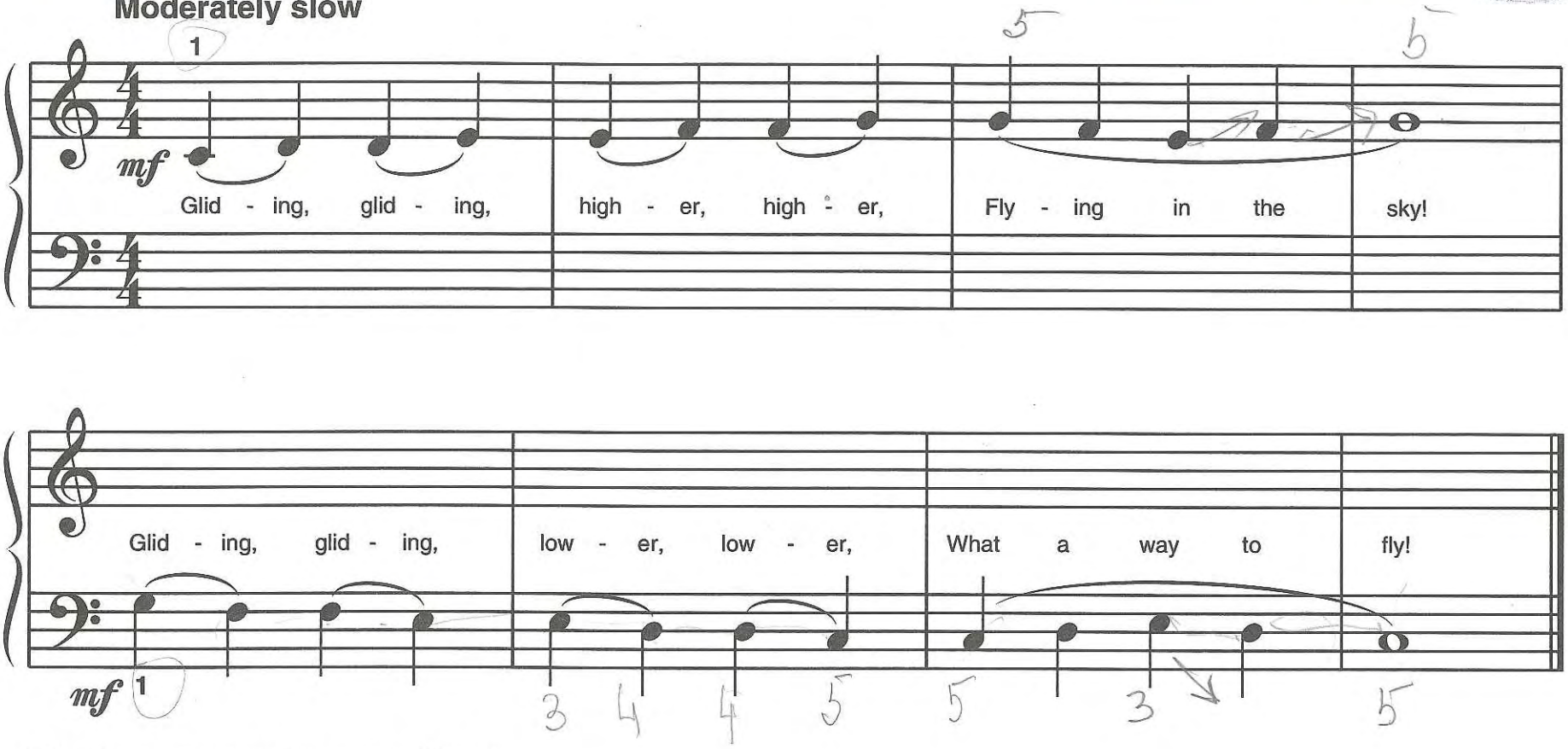


Carefully connect the notes of each slurred pair.
Lift from the wrist to make a slight separation between pairs.

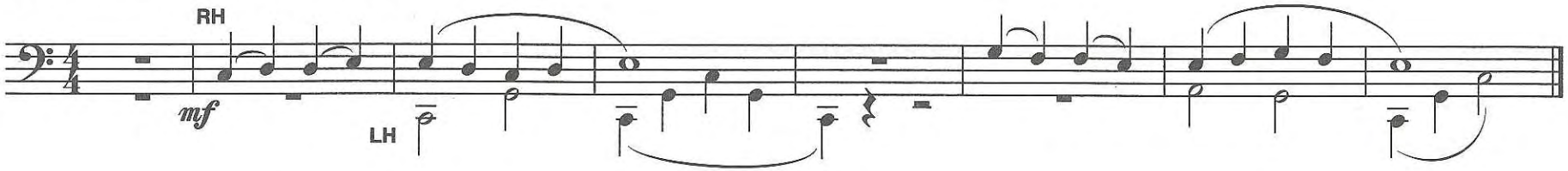
Play slowly at first, then gradually increase speed to moderately fast.

Gliding

Moderately slow



DUET PART: (Student plays 1 octave higher.)



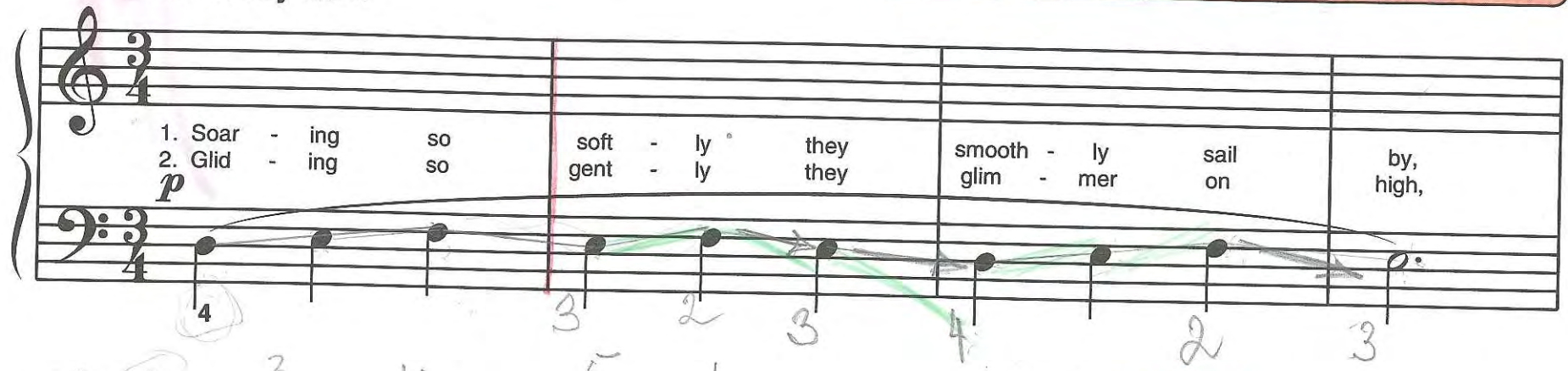
Balloons

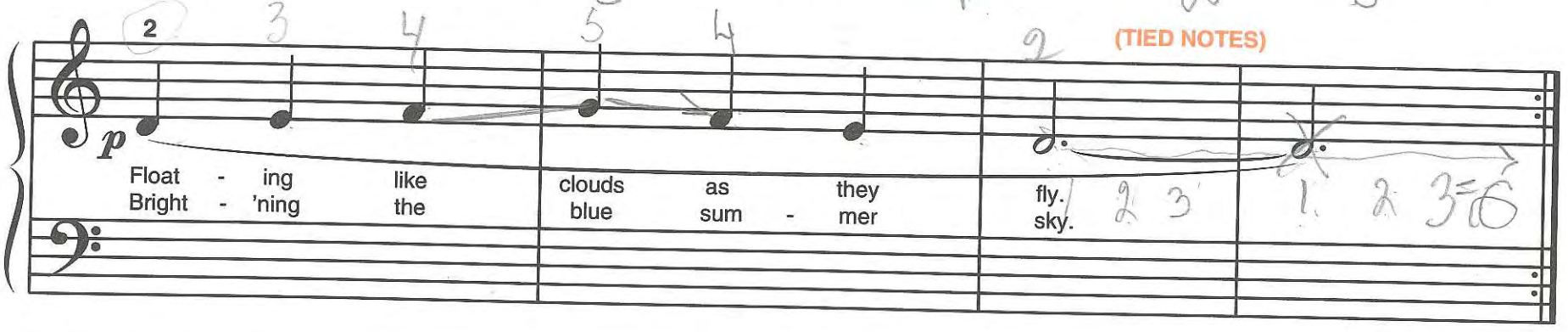
TIED NOTES

When notes on the SAME LINE or SPACE are joined by a curved line, we call them TIED NOTES. The key is held down for the COMBINED VALUES OF BOTH NOTES.

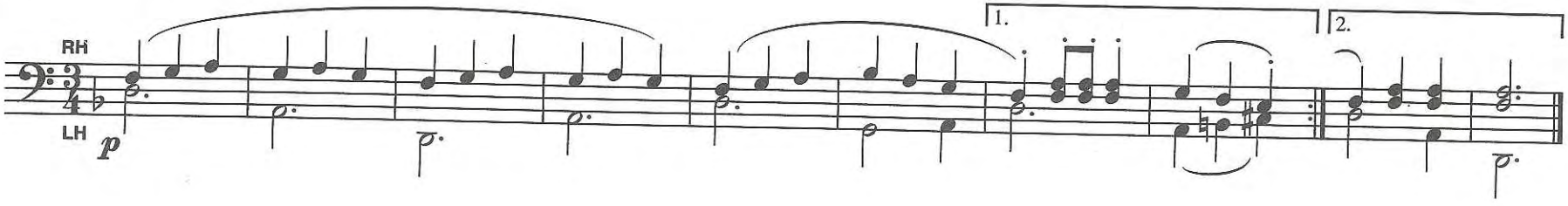
COUNT: "1 - 2 - 3, 1 - 2 - 3"

Moderately slow



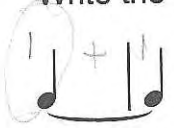


DUET PART: (Student plays 1 octave higher.)



Writing Tied Notes

1. How long would you hold the key down for each pair of tied notes?
   Write the TOTAL number of counts for each pair of tied notes in the blank spaces.



2 _____ COUNTS

4 _____ COUNTS

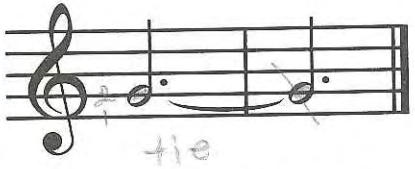
6 _____ COUNTS

5 _____ COUNTS

4 _____ COUNTS

5 _____ COUNTS

If the notes are the **SAME**—
it's a **TIE!**



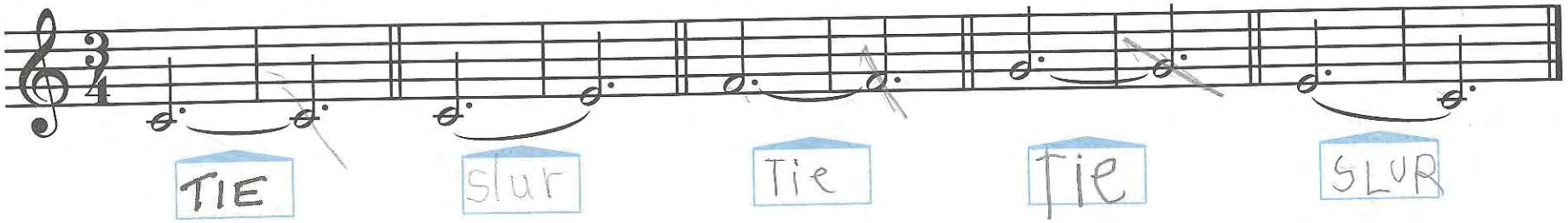
Hold the notes, without repeating!

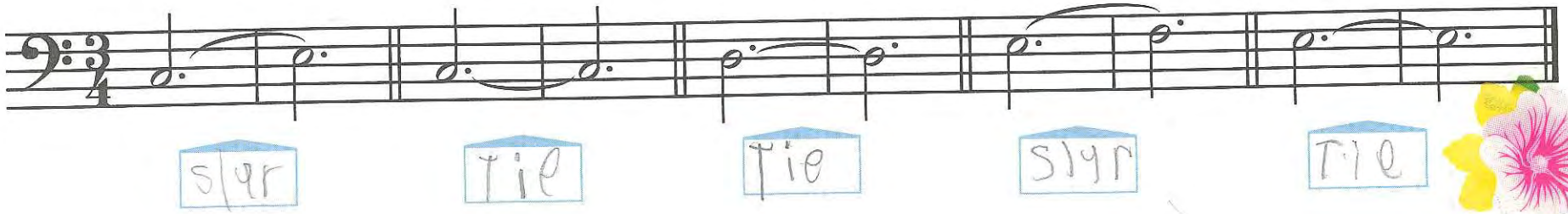
If the notes are **DIFFERENT**—
it's a **SLUR!**

Connect the notes, LEGATO!

Ties & Slurs

2. Write **TIE** or **SLUR** in the box under each pair of notes, as shown in the first box:





Calendar Song

When you learn this song you will know the number of days in each month!

Moderately

2nd time BOTH HANDS 1 octave LOWER

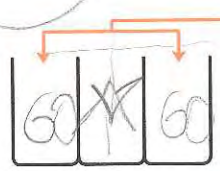
1. Thir - ty days has Sep - tem - ber, A - pril, June, and No - vem - ber.
2. Twen - ty eight; That's the ver - y short - est month, Feb - ru - ar - y,

All the rest have thir - ty one; Feb - ru - ar - y stands a - lone.
And you add just one day more When the year di - vides by four.

DUET PART:

1st time 8va; 2nd time as written

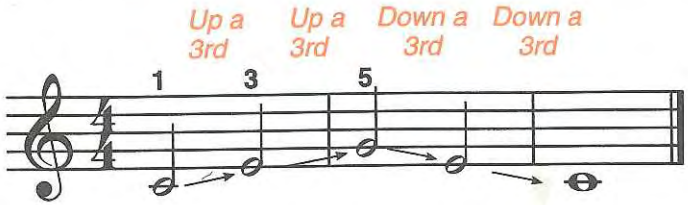
RH LH *mp*

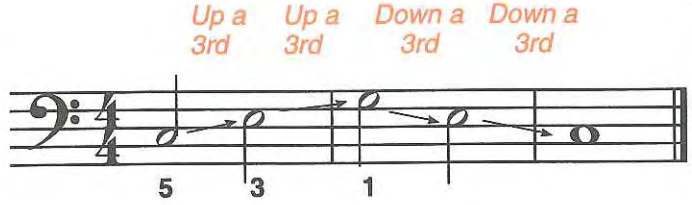


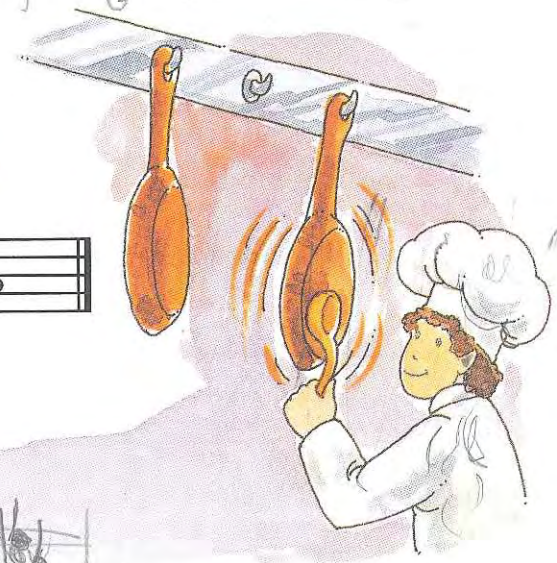
When you skip a white key, the interval is a **3rd.**

3rds are written LINE-LINE or SPACE-SPACE.

Play, saying "UP a 3rd," etc.

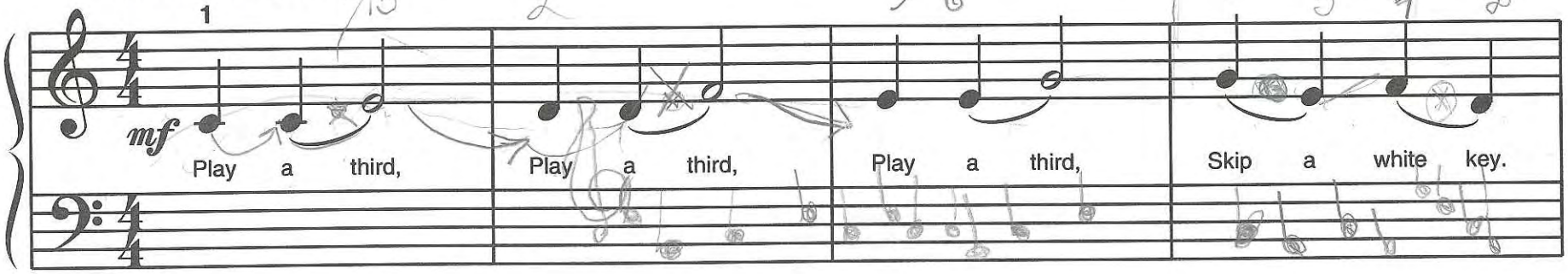


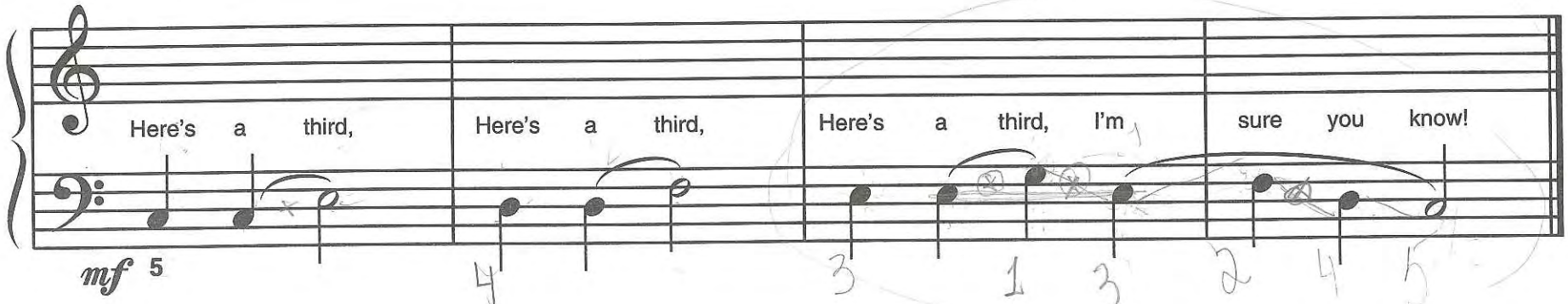




Play a Third

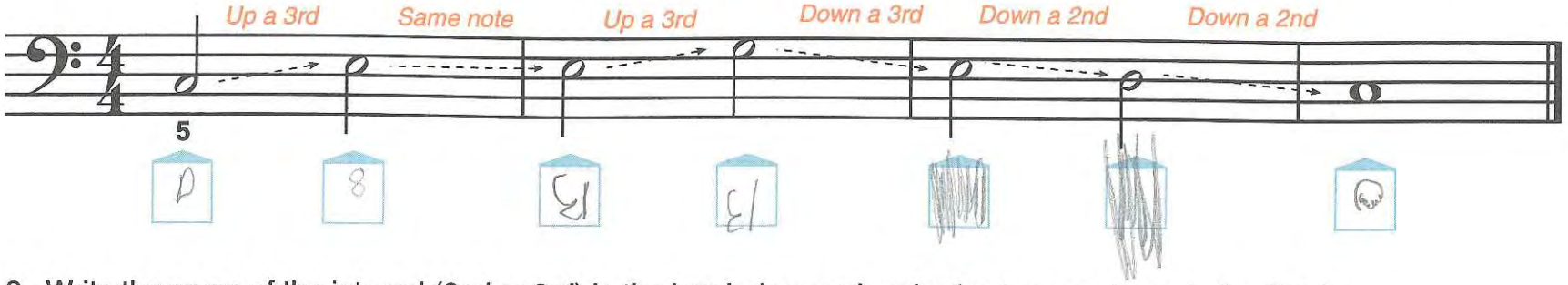
Moderately fast



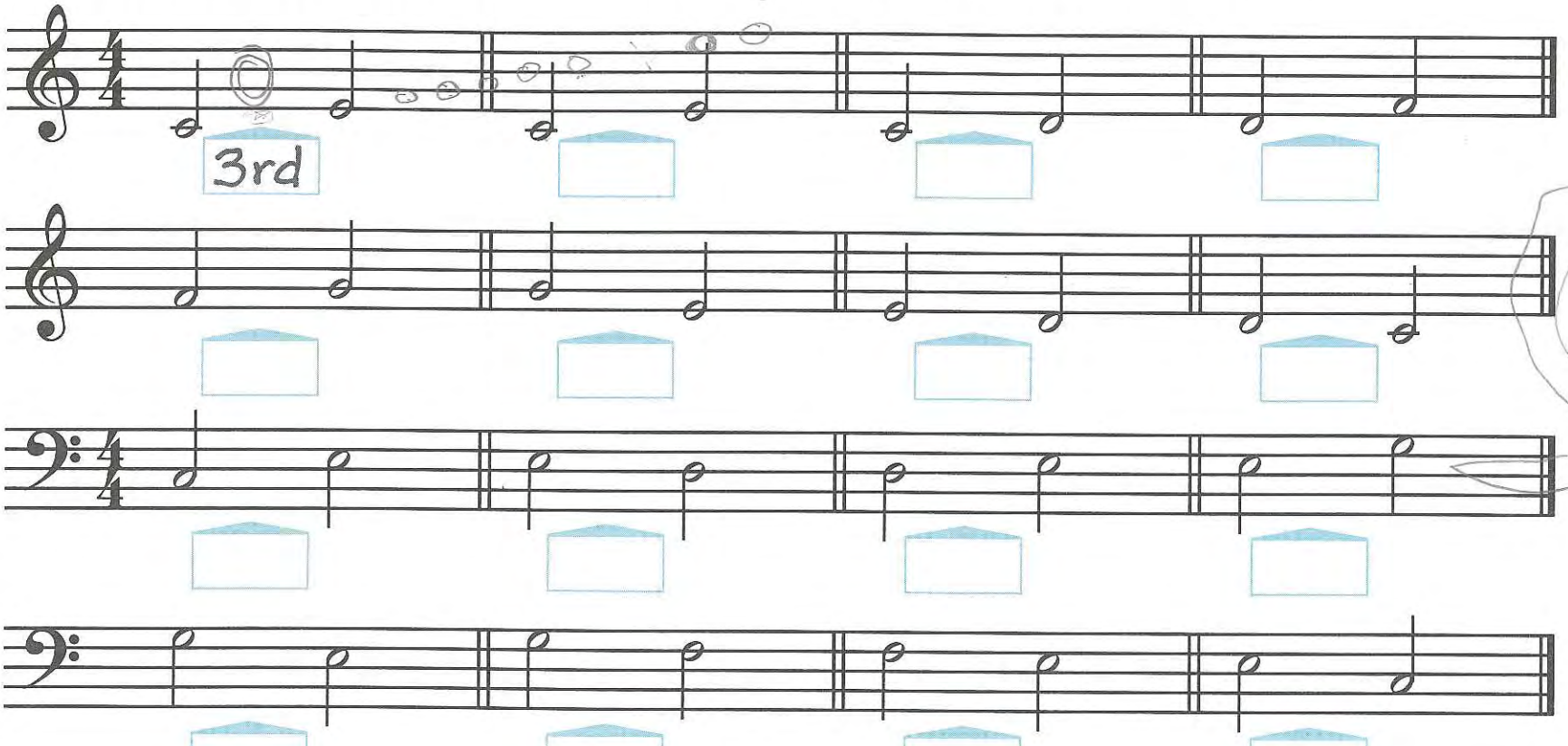


Measuring 3rds

1. Trace the arrows between the notes while saying the words above the notes.
2. Write the note name under each note, then play, saying "Up a 3rd," etc.



3. Write the name of the interval (2nd or 3rd) in the box below each pair of notes, as shown in the first box.



Puppies and Guppies

Moderately fast

1

mf

1. Pup - pies and gup - pies are ver - y fine pets.
2. Fish - es are fun for the few folks, you see;

Pup - pies are play - ful, and gup - pies are wet.
Oo - dles of poo - dles aren't bet - ter for me!

mf

5

DUET PART: (Student play 1 octave higher.)

1. 2.

RH

LH *mp*

sempre staccato

Just for Fun!

Moderately fast

2nd time BOTH HANDS 1 octave HIGHER

1. What can I do?
2. What can I play?

What can you do?
What can you play?

Just for fun,
Just for fun,

just for fun.
just for fun.

What can we do?
What can we play?

What can we do?
What can we play?

Just to have some fun.
Just to have some fun.

(Have some fun!)

DUET PART: (Student plays 1 octave higher.)

RH

LH

Mexican Hat Dance

Happily

1. Play it! Play it! Play the fa - mous Hat Dance!
2. Dance it! Dance it! Dance the fa - mous Hat Dance!

f

Play it! Play it! Play it now for me!
Dance it! Dance it! It's such fun to see!

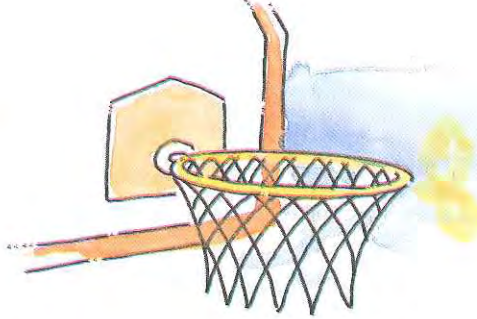
DUET PART: (Student plays 1 octave higher.)

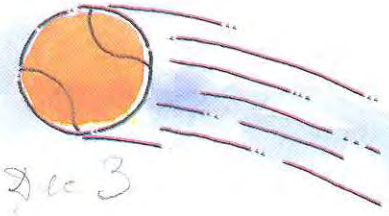
RH

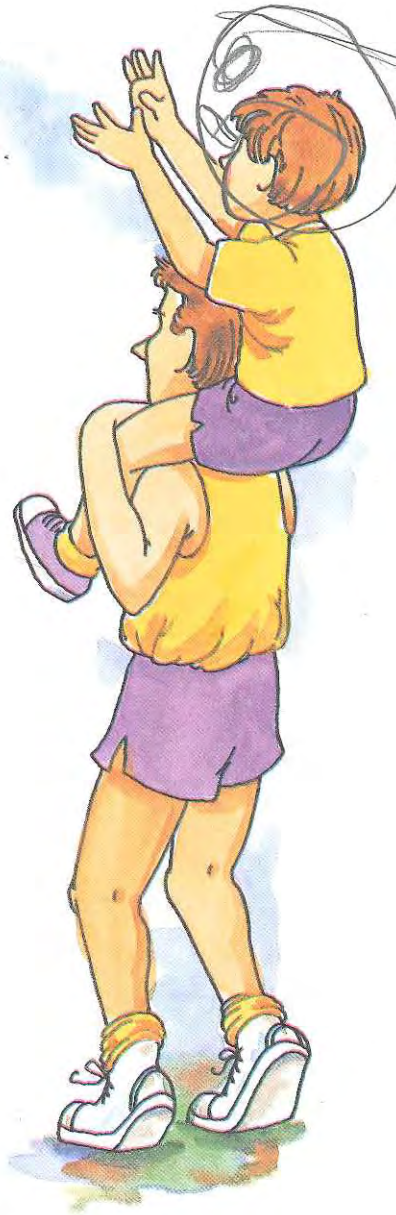
LH

mf

Our Team







Brightly

2nd time BOTH HANDS 1 octave HIGHER

1. If I could be eight feet tall Our team would be best of all!
2. When our team came out to play, All their team would run a - way.

I could sim - ply drop the ball; in the bas - ket it would fall!
Then our team would yell, "Hoo - ray! Guess who won the game to - day!"

DUET PART: (Student plays 1 octave higher 1st time; 2 octaves higher 2nd time.)

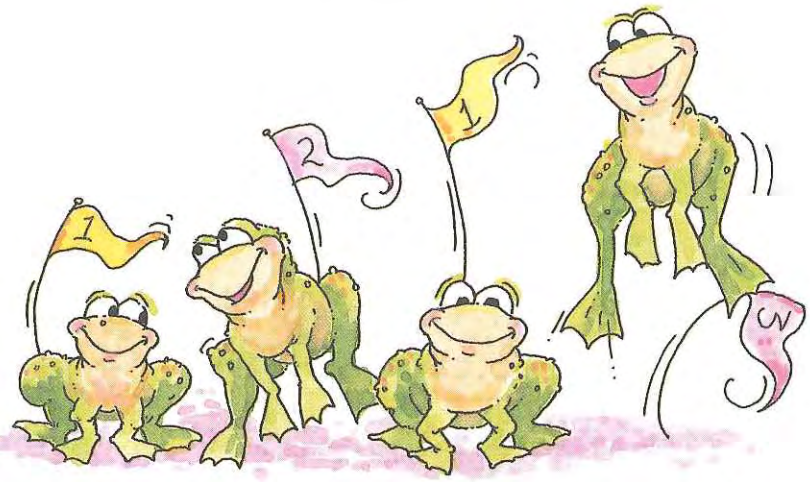
2nd time 8va

RH

LH

mp

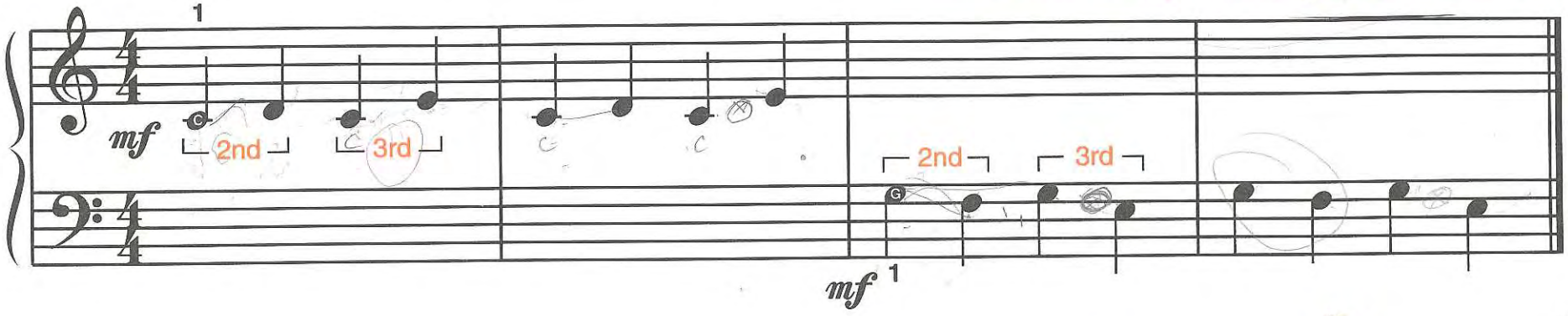
More About Intervals

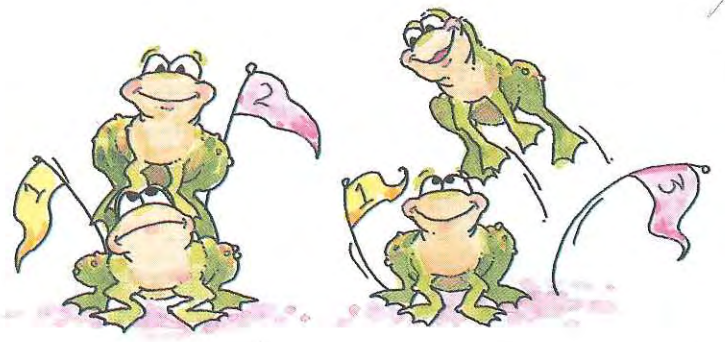


When notes are played separately they make a MELODY.

We call the intervals between melody notes MELODIC INTERVALS.

1. Play these MELODIC 2nds & 3rds. Listen to the sound of each interval.

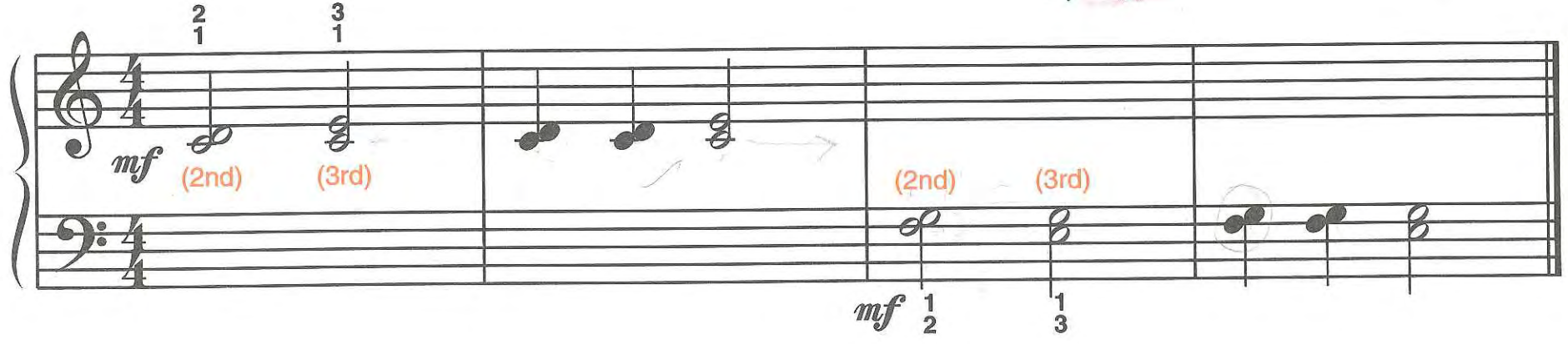




When notes are played together they make HARMONY.

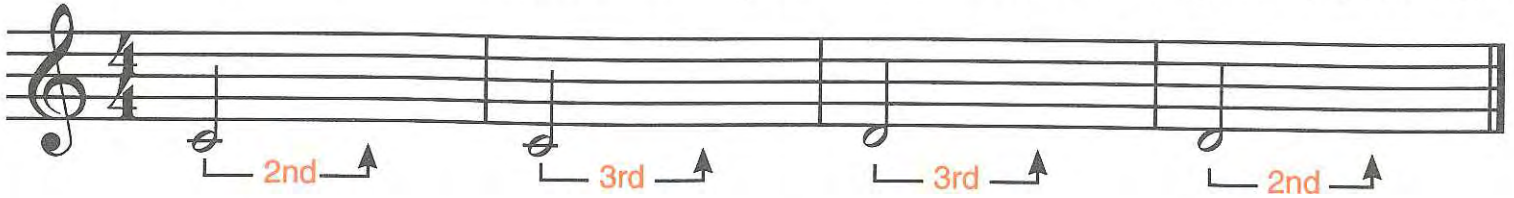
We call the intervals between these notes HARMONIC INTERVALS.

2. Play these HARMONIC 2nds & 3rds. Listen to the sound of each interval.

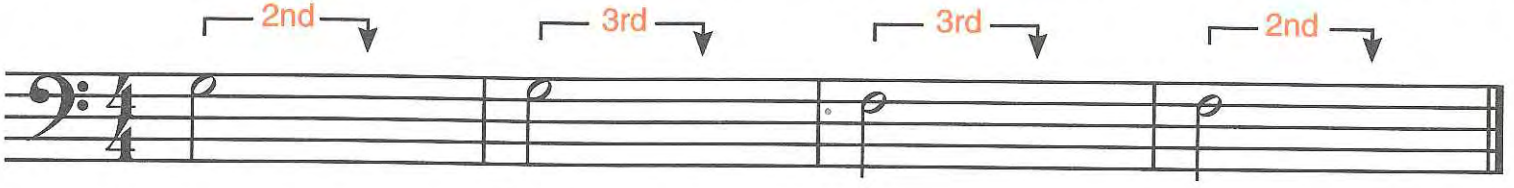


Writing Melodic Intervals

1. After each note, add another HALF NOTE making a melodic interval ABOVE the given note, as indicated.



2. After each note, add another HALF NOTE making a melodic interval BELOW the given note, as indicated.

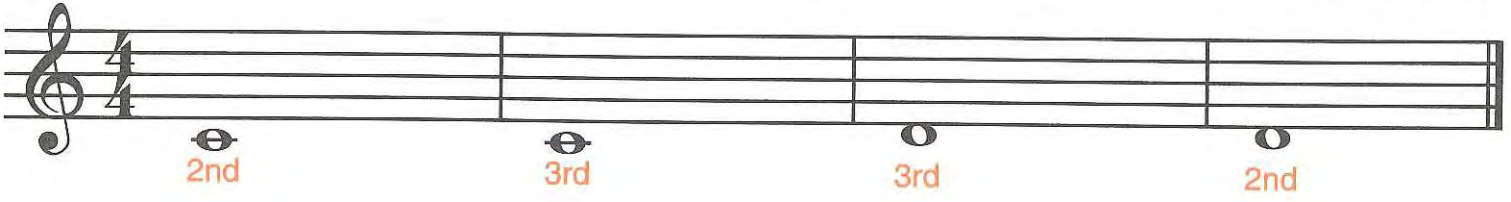


Writing Harmonic Intervals

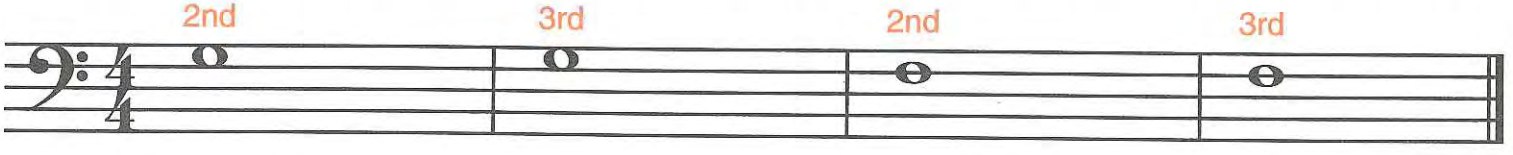
The notes of **HARMONIC 2nds** are written SIDE-BY-SIDE, touching:

The notes of **HARMONIC 3rds** are written ONE ABOVE THE OTHER:

3. Above each note, add another WHOLE NOTE making a harmonic interval ABOVE the given note, as indicated.



4. Below each note, add another WHOLE NOTE making a harmonic interval BELOW the given note, as indicated:



RESTS are signs of **SILENCE.**

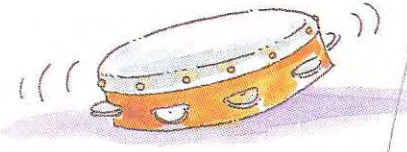
This is a **QUARTER REST.**

It means REST FOR THE VALUE OF A QUARTER NOTE.

...e following rhythm.

2. Clap **ONCE** for each note, counting aloud.
3. Do not clap for the REST!

Rockin' & Rollin'



Brightly

f

1. Left hand mel - o - dic, Right hand mel - o - dic.
2. Now we are rock - in'. Now we are roll - in'.

Har - mon - ic sec - ond, Har - mon - ic third.
Sounds like a rock song You may have heard!

DUET PART: (Student plays 1 octave higher.)

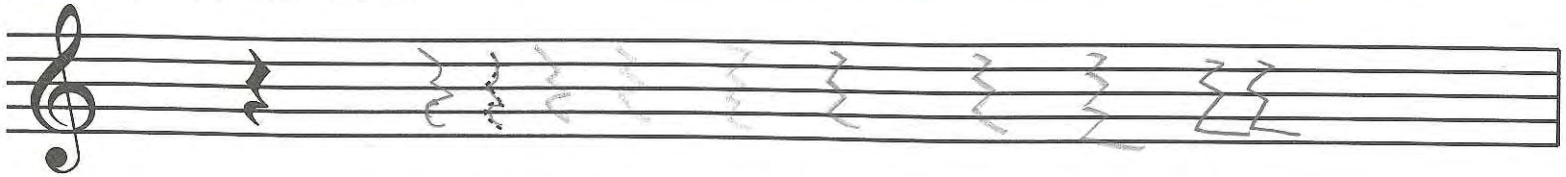
RH

LH

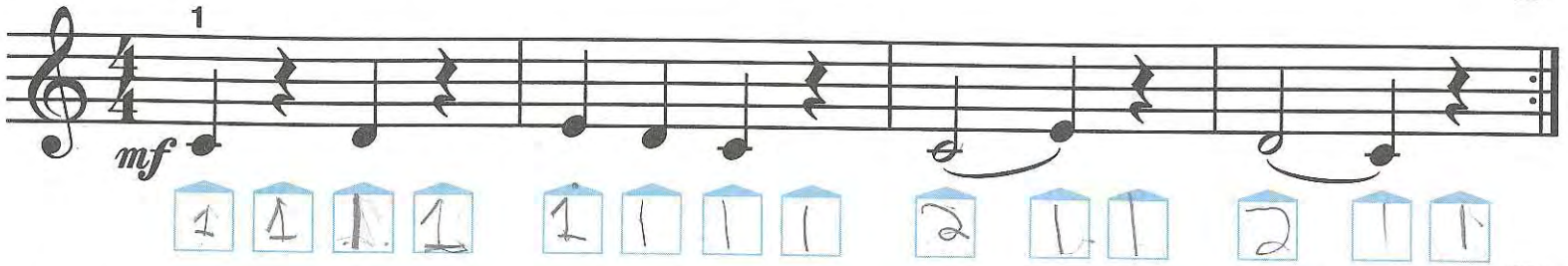
f

Writing Quarter Rests

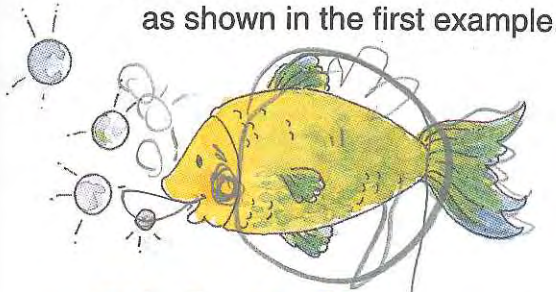
1. Trace the 2nd quarter rest, then draw 5 more.

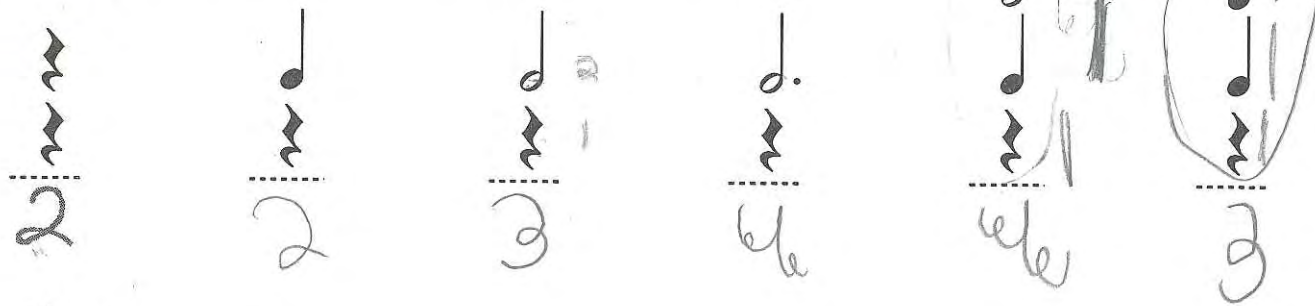


2. Under each note or rest in the following line of music, write the number of counts it receives.
3. Play and count.



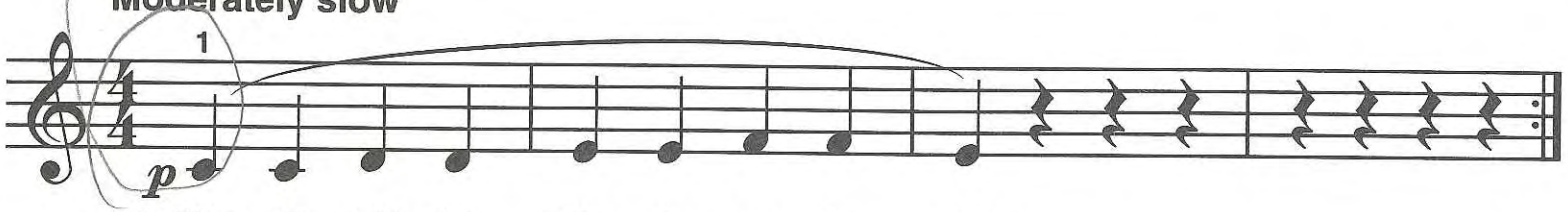
4. Add the values of the notes or rests in each problem and put the total below each line, as shown in the first example.





Fish Talk

Moderately slow



1. When my gold - fish talks to me, he says, "_____."
2. He's as qui - et, as can be, he says, "_____."

5. Play *FISH TALK* and COUNT.
6. Play and sing or say the words. Make a fish face with your mouth for each rest, if you wish.

Rock Song

Brightly

f 1. Rock is mel - o - dic! Rock is har - mon - ic!
2. Rock with the right hand! Rock with the left hand!

Rock is mel - o - dic! Rock is har - mon - ic!
Rock with the right hand! Rock with the left hand!

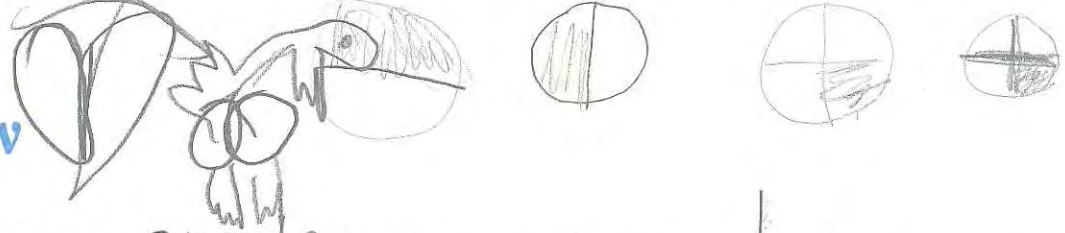
DUET PART: (Student plays 1 octave higher.)

RH

LH

f

Review



1. This is a quarter note. It gets 1 count.

   This is a Half note. It gets 2 counts.

   This is a dotted half note. It gets 3 counts.

   This is a Whole note. It gets 4 counts.

2. How many beats are in each measure of $\frac{4}{4}$ time? 4 What kind of note gets one beat? quarter

3. How many beats are in each measure of $\frac{3}{4}$ time? 3 What kind of note gets one beat? quarter

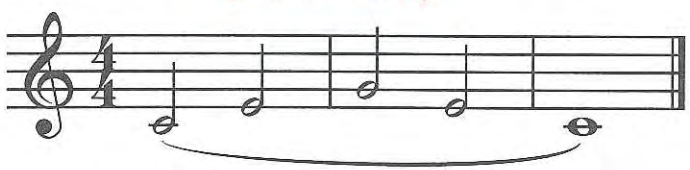
4. This is a _____ clef sign.

   It comes from the letter _____ .

   This is a _____ clef sign.

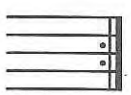
   It comes from the letter _____ .

5. These notes are _____ . Play them.
   (Tied or slurred?)



   These notes are _____ . Play them.
   (Tied or slurred?)

6. Write the meaning after each of the following dynamic signs: *p* _____ *f* _____ *mf* _____

7. What does this sign mean?  Mmm

8. Rests are signs of _____ .

   means rest for the value of a _____ note.